Renewal Petition March 2013
Term of Charter
July 1, 2013 to June 30, 2018

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# Table of Contents

Affirmations and Assurances ................................................................. 3
Self Reflection Pages ............................................................................ 4
Element 1 – Description of the Educational Program ................................. 15
Element 2 – Measurable Pupil Outcomes ............................................... 53
Element 3 – Means to Assess Pupil Progress ........................................... 54
Element 4 – Governance ........................................................................ 56
Element 5 – Employee Qualifications ..................................................... 62
Element 6 – Health and Safety ................................................................ 65
Element 7 – Means to Achieve Racial & Ethnic Balance .............................. 67
Element 8 – Admission Requirements ...................................................... 68
Element 9 – Annual Financial Audits ....................................................... 71
Element 10 – Suspensions and Expulsions ............................................... 71
Element 11 – Employee Benefits ............................................................. 74
Element 12 – Attendance Alternatives .................................................... 74
Element 13 – Rights of District Employees ............................................... 74
Element 14 – Mandatory Dispute Resolution ........................................... 74
Element 15 – Exclusive Public School Employer ......................................... 76
Element 16 – Charter School Closure ...................................................... 76
Affirmations and Assurances
Colfax Charter Elementary Shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.

- Not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- Admit all pupils who wish to attend the school. As an existing public school that converted to an affiliated charter, Colfax maintains a policy of giving admission preference to pupils who reside with the attendance area of the school. EC 47605(d)(2)(A)

- Determine admission by a public random drawing. If the number of pupils who wish to attend the school exceeds the school capacity, preference shall be extended to families who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Not require any child to attend the charter school or any employee to work at the Charter School.

- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
**Self Reflection Component**

Since Colfax became an affiliated charter in 2008, the School Site Council has systematically improved instructional programs, hired new teachers, and managed our fiscal and community resources. Motivated by the need for increased local control and increasing fiscal resources, Colfax was the first school in the San Fernando Valley to establish affiliated charter status. Since then, many other school communities have chosen to petition for affiliated status, increasing the number of affiliated choices in the District portfolio of schools. This benefits the District, by bringing fiscal resources to small non-title I schools that traditionally had small budgets and increasing enrollment of families that may have otherwise chosen private schools.

While attendance rates have dropped in other parts of the District, Colfax Charter has gained 100 students during the past 5 years. Demographically, the increase at Colfax Charter is primarily families that would have traditionally selected private schools, but after touring Colfax, chose to attend their local public school instead. The school attendance boundaries have also become a selling point for local real estate offices, increasing the value of homes in the area and boosting the community’s pride in the school.

**“Rooted in Education Reaching for the Stars”**

Our school motto “Rooted in Education and Reaching for the Stars” best exemplifies the Colfax mission with the intention of teachers, families and staff of Colfax Charter dedicated to encouraging each child to aspire to his or her highest potential.

The School’s core work is anchored in increasing every child’s achievement of the State Standards as evidenced by CST scores, the School Report Card, and AGT reports. Although our students perform well on these measures, the school community works beyond standardized test to provide a comprehensive education that will prepare our students for the 21st Century workforce.

Education through the Arts is a focus at Colfax Charter. Students in K-5 receive musical instrument instruction, dance, visual arts, and theatre lessons. As a result, teachers are able to identify students who are eligible for the LAUSD’s Gifted and Talented Education with the “Arts” eligibility. These students demonstrate their use critical thinking skills in the Arts disciplines.

Colfax students have various opportunities to perform. They perform in Orchestra, The Vaudeville Show, Morning Assembly, Holiday Programs, during class recitals, the Violin Recitals and in after school play productions.

Students also have opportunities for problem solving, building communication skills and critical thinking when they participate in student council, recycling committees, after school plays, farm club, drill team, and sports.

Throughout the school day students are engaged in learning with technology as a tool to practice skills, synthesize and research information, and create presentations. Students
can also build their competitive skills by participating in the Scripps Spelling Bee, the National Geographic Geography Bee, and the LA County Science Olympiad. Through these programs students dive into subjects that peak their interest.

As part of the Colfax GREEN program students engage curriculum that includes hands-on learning experiences in gardening and animal care, science, composting and recycling. Students learn about growing organic vegetables and making healthy choices. They learn about the interdependence between farm animals (chickens and pigs) and humans.

Colfax students also learn about being active and healthy. They join the running club in the morning. They can log their mileage using students lap tracker and compare their progress against their peers. They read bar graphs and set running goals, then work to achieve those goals. Colfax students learn to stay strong and flexible through our yoga program, and they learn important teamwork skills in our basketball and soccer programs.

Colfax students have the opportunity to be meaningfully engaged in organizing community events alongside their parents. They help produce the Community Potluck, Rockin’ 4 Colfax Concert, The Colfax World Fair, School Plays, Organizing Disaster Relief Efforts, and various other Colfax Sponsored events.

The Colfax Charter decision-making body, School Site Council, is focused to provide a balance instructional program for students, meaningful professional development for teachers and staff, and allocates school resources to implement school activities that provide an engaging learning environment so that all students may face and triumph over the challenges of the 21st century.

**Colfax Charter Student Achievement**

During the past six years Colfax Charter has made steady gains in student achievement. In 2006 when Colfax first became a California Distinguished School, the school had exceeded the State API benchmark of 800 with a score of 840. Despite reaching this remarkable benchmark, a stark achievement gap existed between the significant subgroups. The White subgroup scored 140 points higher than the Hispanic and Socio-economic disadvantage subgroups.

Between 2008 when Colfax became an affiliated charter and 2012 the school accelerated in closing the achievement gap between the White subgroup and the Hispanic/Latino and Socio Economic groups. In 2012 Colfax Charter boasted an API of 928! The Hispanic subgroup has made the most significant gains with a 142-point increase and an API of 908, while the number of Hispanic students taking the test has remained relatively stable. The Socio Economically Disadvantaged students have also closed the achievement gap with a 122-point gain and an API of 874. Although no longer a significant subgroup, English Learners have also closed the achievement gap.
Colfax API Subgroup Data Overtime

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>840</td>
<td>872</td>
<td>882</td>
<td>909</td>
<td>893</td>
<td>910</td>
<td>928</td>
<td>+88</td>
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<tr>
<td>BLK/AA</td>
<td>#33</td>
<td>27</td>
<td>26</td>
<td>26</td>
<td>31</td>
<td>27</td>
<td>21</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+17</td>
</tr>
<tr>
<td>Asian</td>
<td>#16</td>
<td>12</td>
<td>11</td>
<td>20</td>
<td>8</td>
<td>16</td>
<td>32</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+42</td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>764</td>
<td>798</td>
<td>788</td>
<td>843</td>
<td>849</td>
<td>872</td>
<td>908</td>
<td>+142</td>
</tr>
<tr>
<td>White</td>
<td>#136</td>
<td>153</td>
<td>169</td>
<td>182</td>
<td>201</td>
<td>228</td>
<td>239</td>
<td></td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>752</td>
<td>818</td>
<td>810</td>
<td>861</td>
<td>835</td>
<td>855</td>
<td>874</td>
<td>+122</td>
</tr>
<tr>
<td>English Learners</td>
<td>#78</td>
<td>69</td>
<td>47</td>
<td>36</td>
<td>42</td>
<td>41</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>723</td>
<td>797</td>
<td>51</td>
<td>51</td>
<td>57</td>
<td>60</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

When compared to the LAUSD average, the percentage of Colfax Charter students achieving proficient or advanced far exceeds the percentage of students in LAUSD who perform proficient or advanced during the past five years. The graph below compares Colfax Charter students to the LAUSD average by grade level for 2011-12.

**Percent Proficient and Advanced**

Students in LAUSD are tested annually to assess their achievement of state content standards. CST scores fall into one of five performance levels. The state's goal is for all students to score proficient or advanced, the top two performance levels. The charts below show how your 2nd-8th grade ELA and math students compare to the LAUSD average, both at the school-level and for all grade levels for which AGT data is available.
English Language Arts continues to be an area of relative weakness for the school with 16% of the students not achieving proficiency. This represents 64 Colfax Charter students. Approximately 3% of students or 12 students scored Below Basic or Far Below Basic and 52 scored in the Basic range.

Our students perform better in Math with 88% achieving proficient or advanced. Approximately 3% of students scored in the Below Basic or Far Below Basic range and 9% scored Basic. The students in third and fifth grade scored in the 90% range.

**Annual Measurable Objectives by Subgroup**
During the past three years Colfax Charter continues to struggle to achieve the Annual Measurable Objectives set by the State. While the overall student population has met and exceeded all State benchmarks in English Language Arts and Math, the subgroups have not achieved evenly. In 2010 when the AMO was 56.8% in ELA and 58% in Math, the English Learners and Students With Disabilities were just shy of meeting the goal. By 2011 these two subgroups closed the gap in Math by meeting and exceeding the State AMO. During that same year three subgroups did not meet the AMO in English Language Arts. In 2012 the State AMO is 78.4% for ELA and 79.0% in Math. Although the largest subgroup, White Students, reached the objective all other subgroups did not meet the State AMO. Fortunately, the students in all other significant subgroups did meet safe harbor criteria.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>56.8</td>
<td>75.4</td>
<td>58.0</td>
<td>80.4</td>
<td>67.6</td>
<td>77.9</td>
</tr>
<tr>
<td>Blk/AA</td>
<td>Y</td>
<td>71.0</td>
<td>Y</td>
<td>80.6</td>
<td>Y</td>
<td>81.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Y</td>
<td>67.0</td>
<td>Y</td>
<td>70.2</td>
<td>N</td>
<td>65.0</td>
</tr>
<tr>
<td>White</td>
<td>Y</td>
<td>79.1</td>
<td>Y</td>
<td>84.6</td>
<td>Y</td>
<td>83.8</td>
</tr>
<tr>
<td>SED</td>
<td>Y</td>
<td>64.1</td>
<td>Y</td>
<td>70.3</td>
<td>N</td>
<td>63.2</td>
</tr>
<tr>
<td>EL</td>
<td>N</td>
<td>42.9</td>
<td>N</td>
<td>57.1</td>
<td>N</td>
<td>46.3</td>
</tr>
<tr>
<td>SWD</td>
<td>N</td>
<td>56.1</td>
<td>N</td>
<td>57.9</td>
<td>N</td>
<td>65.0</td>
</tr>
</tbody>
</table>

**4th & 5th Grade CST Science Achievement Overtime**

<table>
<thead>
<tr>
<th>Science CST</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro&amp;Adv</td>
<td>69%</td>
<td>65%</td>
<td>68%</td>
<td>81%</td>
<td>77%</td>
<td>76%</td>
<td>83%</td>
</tr>
<tr>
<td>Basic</td>
<td>20%</td>
<td>30%</td>
<td>25%</td>
<td>16%</td>
<td>13%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>BB &amp;FBB</td>
<td>8%</td>
<td>6%</td>
<td>7%</td>
<td>2%</td>
<td>9%</td>
<td>8%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Since Colfax became an affiliated charter, the School Site Council was able to allocate more resources to hands-on science learning in the dedicated Colfax Science Lab. Students in 4th and 5th grade taking the CST in Science have made significant gains.
during the past four years. Most noteworthy is the number of students that moved from scoring in the Basic range decreased while the number of students in the Pro & Adv range increased over this period of time. The average of Colfax students scoring Prof&Adv was better than the LAUSD average in 2012, which was 61% Prof&Adv, compared to 83% for Colfax.

<table>
<thead>
<tr>
<th>English Learners</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% EL on Track for Acquiring English Proficiency</td>
<td>63%</td>
<td>70%</td>
<td>76%</td>
</tr>
<tr>
<td>% Long Term Learners</td>
<td>11%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>% Pro &amp; Adv RFEPs on ELA CST</td>
<td>92%</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>% Pro &amp; Adv RFEPs on Math CST</td>
<td>100%</td>
<td>89%</td>
<td></td>
</tr>
</tbody>
</table>

2012 AGT Report & Elementary School Performance Calculation
According to this calculation Colfax Charter is in the “Achieving Tier” of LAUSD schools, but very close to an Excelling school. In order to achieve “Excelling” status the school needs to improve AGT to higher than expected growth and improve student attendance rate. The Colfax Charter student attendance rate is currently below the District benchmark on the Performance Meter.

<table>
<thead>
<tr>
<th>#</th>
<th>Status Metric (Y-Axis)</th>
<th>2011 CST Data</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ELA CST 2011 % Pro or Adv</td>
<td>84%</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>ELA CST 2011 % FBB and BB</td>
<td>3%</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Math CST 2011 % Pro or Adv</td>
<td>88%</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Math CST 2011 % FBB and BB</td>
<td>3%</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>3rd Grade ELA % Prof and Adv</td>
<td>83%</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>% of Students with 96% or higher attendance</td>
<td>61%</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>% of Students suspended</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Status points out of 35 possible</td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

Growth Metric (X-axis) 3year School Level AGT

<table>
<thead>
<tr>
<th></th>
<th>AGT Estimate</th>
<th>AGT Score</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>ELA</td>
<td>3.8</td>
<td>3.0</td>
<td>1</td>
</tr>
<tr>
<td>Math</td>
<td>3.9</td>
<td>3.5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total 2</td>
</tr>
</tbody>
</table>

The School Site Council reviews academic growth over time data to monitor the impact of instruction on students’ performance during an academic year and over a three-year average. During the 2011-12 School year the instruction in ELA was within the expected District average for similar students and higher than average in Math. This represents an improvement from the previous year’s AGT in ELA and for the 3-year average to 3.0. The AGT for math increased slightly to 3.9 from
In terms of grade level improvement, third grade teachers experienced the most improvement with both ELA and Math achievement higher than the year AGT. Fifth grade teachers continue to perform above expected.

The tables below provide School-Level AGT results for CST tested subjects. Results are provided both for the past academic year and for the average of up to the last three years.

<table>
<thead>
<tr>
<th></th>
<th>Past Academic Year 2011-2012</th>
<th>Up-to-3-Year Average 2009-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students 1 2 AGT ESTIMATE District Average 4 5</td>
<td>Number of students 1 2 AGT ESTIMATE District Average 4 5</td>
</tr>
<tr>
<td><strong>ELA School-Level AGT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>269</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATH School-Level AGT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>269</td>
<td>3.9</td>
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<td></td>
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<tr>
<td><strong>SCIENCE School-Level AGT</strong></td>
<td></td>
<td></td>
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<tr>
<td>Grade 5</td>
<td>84</td>
<td>3.0</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

The tables below provide Grade-Level AGT results for English Language Arts (ELA) and Math. Results are provided both for the past academic year and for the average of up to the last three years.

<table>
<thead>
<tr>
<th></th>
<th>Past Academic Year 2011-2012</th>
<th>Up-to-3-Year Average 2009-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of students 1 2 AGT ESTIMATE District Average 4 5</td>
<td>Number of students 1 2 AGT ESTIMATE District Average 4 5</td>
</tr>
<tr>
<td><strong>ELA Grade-Level AGT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>95</td>
<td>3.3</td>
</tr>
<tr>
<td>Grade 4</td>
<td>89</td>
<td>3.0</td>
</tr>
<tr>
<td>Grade 5</td>
<td>85</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATH Grade-Level AGT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>94</td>
<td>3.3</td>
</tr>
<tr>
<td>Grade 4</td>
<td>90</td>
<td>3.4</td>
</tr>
<tr>
<td>Grade 5</td>
<td>85</td>
<td>3.8</td>
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</table>
**Curriculum Frameworks/Innovative Strategies**

Colfax Charter implements the frameworks set forth by the California Department of Education using District adopted materials in addition to supplemental materials and innovative practices that the school community has found as effectively meeting the needs of students.

<table>
<thead>
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<th>Framework</th>
<th>Core Program Materials</th>
<th>Supplemental/Innovative Practice</th>
<th>Professional Development</th>
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<td><strong>Language Arts CCR</strong></td>
<td><em>Treasures</em></td>
<td>Leveled Readers</td>
<td>District Provided Thinking Maps</td>
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<td><em>Write Source</em></td>
<td>Magazine Subscriptions</td>
<td>Depth &amp;Complexity</td>
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<tr>
<td></td>
<td></td>
<td>RAZZ Kids</td>
<td>School-based best practices</td>
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<td></td>
<td></td>
<td>Read Naturally</td>
<td></td>
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<tr>
<td><strong>Mathematics CCR</strong></td>
<td>Envision Math</td>
<td>Farm Club</td>
<td><strong>Valid</strong></td>
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<td>ST Math</td>
<td>Vegetable Garden</td>
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<td></td>
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<td>Weather Bug</td>
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<td>GEMS</td>
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<td>Foss</td>
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<tr>
<td><strong>History-Social Science</strong></td>
<td>Houghton Mifflin</td>
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<td><strong>Health</strong></td>
<td>Health and Wellness</td>
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<td></td>
<td>Too Good for Drugs</td>
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<td></td>
<td>Second Step</td>
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<td><strong>Physical Education</strong></td>
<td>Games Skills</td>
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<td></td>
<td>Yoga</td>
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<td></td>
<td>Running Club</td>
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<td><strong>Visual &amp; Performing Arts</strong></td>
<td>LAUSD Arts Teachers Orchestra</td>
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<td></td>
<td>Visual Art Teacher</td>
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<td></td>
<td>Vaudeville</td>
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<td>School Plays</td>
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<td>Suzuki Method</td>
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<td>ST Keyboards</td>
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<td><strong>Technology</strong></td>
<td>Word processing</td>
<td>Office program</td>
<td>Beyond Technology</td>
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<td>Database</td>
<td>Internet Access</td>
<td></td>
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<tr>
<td></td>
<td>Presentations</td>
<td>Laptop carts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Typing</td>
<td>iPad carts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research skills</td>
<td>Elmos/projectors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smartboards</td>
<td></td>
</tr>
</tbody>
</table>
Leadership and Management
The principal, coordinators, grade level chairs, and the school site council members use data to make decisions about programs/practices, instructional materials, professional development, and school building maintenance. At weekly grade level meetings the grade level chairs review periodic assessments that inform instruction. Teachers use LPA, DIBLES, EL, ST Math and CST data to modify or augment instructional practices. The school site council reviews CST, AGT, Safe School Plan, and School Report Card data at monthly council meetings. This information is also shared with the PTA and booster club PACE meetings.

Professional Development
The school site governance council, curriculum, and budget committees allocate resources to professional development activities that promote the school’s goals. During the first five years of the schools affiliated charter status teachers have participated in Beyond Technology, Thinking Maps, Singapore Math, Differentiation, Depth and Complexity and Common Core professional development activities.

Best Practices
Language Arts
During the second semester of first grade through the end of third grade, students practice with reading fluency passages, taken from the Treasures program, for the week’s fluency activities. Each passage is chosen for students based on the level of the child’s reading. The levels are “on-level”, “beyond”, or “intervention”. In the first activity students are timed as they read the entire passage aloud. Reading the same passage multiple times is a research-based, proven strategy for increasing reading fluency and is particularly effective when coupled with a goal-setting component. The second activity is to read the same passage from the beginning for one minute. Embedded in each passage is a goal-setting and record-keeping chart that parents and peers sign off on each day. Students record how long it took them to read the entire passage, how many words they read correctly in one minute, and how many words they wrote correctly in five minutes. This chart allows the students, parents, and teachers to monitor results daily. Every six weeks, a district fluency assessment is administered.

Mathematics
Recognizing both the link between music instruction and academic achievement, as well as the intrinsic value of sequential music instruction, the School Site Council allocated block grant funds to update the computer lab and laptop carts in order to run our M&M program. The MIND (“Music Intelligence Neural Development”) Institute’s Math & Music (M&M) Program uses instrumental music instruction on piano keyboards to stimulate spatial temporal reasoning (STR) along with educational math software featuring an adventurous penguin named JiJi which requires students to use STR for the purpose of math learning. Spatial temporal reasoning is the innate ability to solve multi-step problems by forming a mental image, recognizing the structure of the problem by finding and manipulating patterns, and planning a sequence of steps over space and time to arrive at a solution.
The theory behind the M&M Program is that if music enhances ST cognition, then it will also enhance math learning where math is taught in a spatial-temporal mode; that is using mathematical patterns depicted as the transformation of images. Numerous studies have now confirmed a direct link between music instruction and mathematics achievement.

Students must display mastery of each level of each game before progressing to the next. The software tracks all actions taken by the student as well as scores attained. Teachers use the spatial-temporal M&M Program to supplement daily in-class standard textbook math instruction that continues to use a language-analytic approach with which students must be conversant. Over time, teachers have come to employ additional JiJi Math time as an aggressive intervention tool for underperforming students. Students have access in the computer lab through a before school intervention and as part of the afterschool care program.

**ST Math Keyboarding Instruction**

All students in 2nd-5th grade report to the music room one day per week for 40-minute piano keyboard lesson designed by the MIND Institute and taught by a skilled piano teacher. A typical hour lesson consists of clapping note values, reading notes on a staff and learning repertoire of progressively more difficult pieces. Instruction also includes listening to classical music and learning about various composers. At the end of second grade, students are able to read music and employ parallel and contrary motion between hands as well as utilize right-hand melody with left hand accompaniment.

**Music**

**The Suzuki Violin Program**

Every student in Kindergarten and First Grade is taught to play the violin by a skilled violin teacher trained in the Suzuki method age appropriate to these students. Violin class is taught in the classroom and involves the classroom teacher and parent volunteers. In Kindergarten, the class is taught for one-half hour with students divided into two “master classes” of approximately 12 students each. When one master class receives instruction, the other group is outside the classroom engaged in a music related activity with parent volunteers; this activity ranges from listening to Prokofiev’s “Peter and the Wolf” or watching the film “Fantasia” with its extraordinary classical music score, to drawing and coloring the violin and bow reinforcing the students knowledge of their various parts.

Inside the classroom, instruction commences with students and teacher greeting each other respectfully in Japanese. Students are taught the parts of the violin and bow and to respect and value their instrument. Students learn numerous physical positions necessary for playing the violin; these include proper foot stance, rest position with violin under arm, bow hold, violin placement under chin and pizzicato with thumb on fingerboard. Each position and movement is undertaken only upon express instruction from the teacher. Thus each student must concentrate and focus on the instruction given and complete the task assigned. Often each instruction is accompanied by a simple song, which students sing with the teacher thereby learning both rhythm and pitch. Toward the conclusion of the year, students begin to learn to draw the bow across the strings.
In first grade, all the above skills are reviewed. The class length, however, is extended to one hour with each master class taught for one-half hour once a week. While one master class is taking their lesson the other puts on ear buds and works on a music or math related computer program on laptops from our mobile computer lab. With flashcards, the students learn various note values - ie. eighth note, quarter note, half note – and to clap them in the rhythm indicated on the card. Students also begin to read music on a staff and to apply the rhythms they have learned while drawing the bow across the string beginning to make a full sound. Using open strings and simple fingerings, students learn a basic repertoire. At year’s end, all Kindergarten and First Grade students perform in recital.

Envision and Singapore Math
Teachers will use district math periodic assessments and ST Math (JiJi) progress to monitor student achievement in mathematics. Through the Envision math program teachers will use Singapore math strategies to help children develop number sense, attend to precision in calculations and use math models to demonstrate mathematical reasoning.

Technology
One of the Colfax Charter goals was to increase the amount of technology integration into the core curriculum. In 2008 when Colfax first applied for Affiliated Charter Status, the school’s technology was outdated. Teachers did not have access to efficient computers, only a handful of classrooms used projectors and elmos as instructional tools. Currently, every classroom is outfitted with an elmo, projector, and a laptop. Every teacher participated in 30 hours of Beyond Technology training. Teachers developed grade level technology assignments to give students basic skills in word processing, presentations and database programs.

Parent and Community Involvement
Parents are a driving force at Colfax. They actively participate in numerous ways that directly impact student achievement. They help set-up the classrooms for violin and keyboard instruction, the volunteer as part of our physical education program, and they get involved in our various volunteer opportunities. Without their weekly assistance these program would not be able to run. Parents volunteer to read to at-risk students and help in the Homework Club after school. This summer the parents made generous donations of 20 new iMac Desktops to upgrade our computer lab. Parents serve on our school site council and help raise funds to provide enrichment and remedial opportunities for all students. Below is a list of all parent-run committees.

Animal Care         Communications
Annual Giving       Food Drive
Art Committee       Going Green
Astrocamp           Grant Writing
Beautification      Holiday Boutique
Bake Sales          Hospitality
Book Fair           Photography
Boxtops             PTA Reflections
Community Sponsorships Read-a-thon
Colfax Charter Elementary Renewal Petition 2013

Rockin’ for Colfax
Room Representative Coordinator
Running Club
Safety Valet
Social
Teacher Appreciation
Toy Drive
Turkey Trot
Volunteer Fair
Website Maintenance
World Fair
Yearbook

Successes

Colfax Charter first achieved California Distinguished School status in 2006 and 2010.

Colfax Charter Received WASC Accreditation in 2011

The Colfax Governance Council is credited for securing resources for the school to run on a five-year budget. This enabled the School Site Council to accumulate funds for the purchase an Instructional Coordinator annually, Smartboards for every classroom, and train teachers for professional development in Singapore Math and Differentiated Instruction. Despite severe cuts during the past five years, Colfax has managed to maintain a k-5 music program, expand the use of instructional technology, and continues to close the achievement gap between socioeconomic disadvantaged students and other subgroups.

Colfax Charter integrates a sequential technology program into the core curriculum in all classrooms.

Challenges

The school continues to struggle to implement a sequential writing program. During planning time teachers collaborate to implement the writing in Treasures. The teachers will continue to collaborate on developing lessons that are aligned to the common core standards.

Continual staff changes as a result of the District’s fiscal instability have greatly impacted our ability to support teachers in their work. Our front office staff has had a new staff member that is not trained for the position every year. Often the staff has never worked directly with elementary students and cannot meet basic first aid needs.

Overcrowding is also a challenge. Currently we utilize the District’s CAP sending program to accommodate all the children living within our District defined attendance boundaries. However the school’s student population continues to increase. The falsification of records at the time of enrollment, by the parent, continues to be a chronic problem. The front office staff must scrutinize records carefully and address falsifications.

Meeting the needs of exceptional students and providing consistent differentiated instruction across all grade levels and classrooms.
Element 1 – Description of the Educational Program

The address of the Charter School is 11724 Addison Street in Valley Village, CA 91607

The phone number of the charter school is 818-761-5115  fax 818-985-6017

The Contact person for the Charter School is Contact: Susana Gomez-Judkins, Principal

The term of this charter shall be from July 2013-June 30, 2018

The Grade configuration is Kindergarten through Fifth grade.

The number of students in the first year will be set by the School Management Services branch. Currently the school’s capacity is set at 658 students.

The scheduled opening date of the Charter School is August 13, 2013.

The admission requirements include:
Establish residency within the District-defined school boundaries. See Element 8.

The enrollment capacity is 658. The operational capacity will be set by the office of school management services. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency.

The instructional calendar will be the same as the calendar adopted by the LAUSD board of education and will consist of 180 school days unless the District negotiates fewer days due to furlough day implementation.

The bell schedule for the Charter School is as follows:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grades 1st-5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Begins 8:00am</td>
<td>School Begins 8:10am</td>
</tr>
<tr>
<td>Recess 10:10am – 10:30am</td>
<td>Recess 10:10am-10:30am &amp; 10:30am-10:50am</td>
</tr>
<tr>
<td>Lunch 11:40am-12:20 pm</td>
<td>Lunch 12:00pm-12:40pm &amp; 12:30pm-1:10pm</td>
</tr>
<tr>
<td>Dismissal 2:22pm</td>
<td>Dismissal 2:32pm</td>
</tr>
<tr>
<td>Except Tuesday Dismissal is 1:22pm</td>
<td>Except Tuesday Dismissal 1:32pm</td>
</tr>
</tbody>
</table>

If space is available, traveling students will have the option to attend.

Description of Students
Colfax Charter is a neighborhood school with a naturally occurring ethnic diversity. In 2012 the student body was approximately 59% white, 25% Latino, 7% African American, 8% Asian and 1% Filipino. Approximately 29% of students qualify for the free and reduced as socioeconomically disadvantaged. 9% of the students qualify for the GATE program and 13% of students qualify as students with disabilities.

The student diversity is even greater than the numbers would imply. Colfax families represent over 30 countries of origin and 15 different languages being spoken in the homes including
English, Spanish, Arabic, Hindi, Farsi, Thai, Punjabi, Visayan, Bengali, Tagalog, and Hebrew. Additionally, many of the students come from interracial families. Presently, 97% of our students are from the residential neighborhood boundaries established by the district and the remaining students are continuing students from the charter conversion and/or selected through the charter lottery. Colfax admitted 13 students through the lottery in 2008 and 2009. Since then the school has reached capacity and at this time is not able to admit a small number of students who reside within our District defined boundaries.

When students move during the school year, and the school is notified in a timely manner, Colfax follows LAUSD policy and allows the students to finish the semester and/or school year. It has been the general policy of the school to allow those students (when requested by the parents and space permitting in the grade level) to continue to attend the school the following year. Colfax Charter will continue to follow the school management policies regarding enrollment.

Mission Statement
The teachers, families and staff of Colfax Charter Elementary are dedicated to the academic and personal success of all students. Together we encourage each child to aspire to his highest potential in a safe environment. We provide opportunities so that they may face and triumph over the challenges of the 21st century.

Motto
At Colfax Charter we are Rooted in Education and Reaching for the Stars

Vision Statement
We at Colfax Charter Elementary Charter School, a community of learners and risk-takers concerned with the present and future of our world, are committed to all children achieving academic, personal and social success through a developmentally appropriate curriculum.

How Learning Best Occurs
All students can achieve academic, personal and social success through a developmentally appropriate rigorous curriculum
- All students can achieve proficiency of rigorous common core standards
- All students have a right to instruction in the least restrictive environment
- All students learn best when educated in diverse learning environments
- All students learn best with an interdisciplinary curriculum that infuses social studies, science, the arts, and technology as core subject areas
- All students have a right to instruction in musical instruments and the Arts
- Students learn best through hands-on real world experiences
- All students must be encouraged to aspire to their highest potential in a safe environment
- Student learning and problems solving must be the focus of all school activity
- The family has a major influence on a child’s learning and is expected to participate
- Time must be set aside for professional development, planning and collaboration
- Each student is unique and can become a responsible and self-motivated individual who respects him/herself, others and the environment
- Successful cooperation among all stakeholders, with open communication and respect for
each other’s diversity, will result in improved student achievement

- In order to enrich our educational environment, our school must utilize diverse resources from parents, the community, and business partners
- The optimal learning environment is clean, safe, and aesthetically pleasing
- Learning should be a positive and engaging experience
- Creativity, innovation, communication and global & environmental awareness are critical to being an educated person in the 21st century
## DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
Surrounding Schools Data Colfax Charter

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rio Vista</td>
<td>408</td>
<td>N</td>
<td>N</td>
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<td>Yes</td>
<td>905</td>
<td>8</td>
<td>8</td>
<td>55%</td>
<td>19%</td>
<td>15%</td>
<td>40% Hispanic</td>
<td>27% White</td>
<td>21% African American</td>
</tr>
<tr>
<td>Lankershim</td>
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<td>N</td>
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<td>Yes</td>
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<td>96%</td>
<td>10%</td>
<td>52%</td>
<td>73% Hispanic</td>
<td>14% African American</td>
<td>6% White</td>
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<tr>
<td>Chandler</td>
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<td>N</td>
<td>Yes</td>
<td>Yes</td>
<td>872</td>
<td>8</td>
<td>10</td>
<td>69%</td>
<td>11%</td>
<td>29%</td>
<td>55% Hispanic</td>
<td>30% White</td>
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</tr>
<tr>
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<td>N</td>
<td>Yes</td>
<td>Yes</td>
<td>856</td>
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<td>82%</td>
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<td>32%</td>
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<tr>
<td>Toluca Lake</td>
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<td>N</td>
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<td>No</td>
<td>840</td>
<td>7</td>
<td>8</td>
<td>77%</td>
<td>9%</td>
<td>30%</td>
<td>70% Hispanic</td>
<td>15% White</td>
<td>8% African American</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARTER SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colfax Charter</td>
<td>637</td>
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<td>Yes</td>
<td>Yes</td>
<td>928</td>
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<td>7</td>
<td>34%</td>
<td>13%</td>
<td>11%</td>
<td>56% White</td>
<td>25% Hispanic</td>
<td>8% African American</td>
</tr>
<tr>
<td>Riverside Drive Charter</td>
<td>540</td>
<td>N</td>
<td>N</td>
<td>Yes</td>
<td>No</td>
<td>866</td>
<td>7</td>
<td>2</td>
<td>29%</td>
<td>19%</td>
<td>11.4%</td>
<td>59% White</td>
<td>21% Hispanic</td>
<td>11% African American</td>
</tr>
<tr>
<td>Dixie Canyon</td>
<td>663</td>
<td>N</td>
<td>N</td>
<td>Yes</td>
<td>Yes</td>
<td>892</td>
<td>9</td>
<td>6</td>
<td>26%</td>
<td>12%</td>
<td>9%</td>
<td>62% White</td>
<td>17% Hispanic</td>
<td>11% African American</td>
</tr>
<tr>
<td>Carpenter Community Charter</td>
<td>905</td>
<td>N</td>
<td>N</td>
<td>Yes</td>
<td>Yes</td>
<td>941</td>
<td>10</td>
<td>6</td>
<td>6%</td>
<td>9%</td>
<td>5%</td>
<td>78.2% White</td>
<td>8% Hispanic</td>
<td>7% Asian</td>
</tr>
</tbody>
</table>
An Educated Person in the 21st Century
At Colfax Charter our work is anchored in preparing students for a 21st Century world. Teacher professional development and instructional units are geared to teach students to connect, apply, transform, and synthesize information into unique and novel ideas. In order for students to become productive citizens in the global and/or local communities they will need:

1. To have knowledge of economic, social, political, and scientific processes
2. To use critical thinking skills to decipher multiple types of information and their sources
3. To use interpersonal skills to communicate and collaborate in diverse groups
4. To use creativity and innovation to solve complex problems

The Colfax faculty and staff understand that students need to be educated in multifaceted balanced approach that includes factual, procedural, and conceptual knowledge. When students are versed in the language of the discipline, have mastery of specific skills and details, and demonstrate fundamental understanding of a subject they have factual knowledge. This is the most basic traditional type of learning through rote, drill, and practice in core curricular subjects; math, language arts, the Arts, music, social studies, health, science and technology.

Additionally, students must have procedural knowledge in the core curricular areas in order to become competent problem solvers. In order to be prepared for critical decision-making in the 21st Century students must be able to understand

- How societies around the world are interrelated,
- The role of socio-economics, economics, and entrepreneurship in society,
- How various artistic disciplines are infused in marketing, entertainment, and education
- How mathematical models are used in business, construction, and engineering
- The role of science in the production of healthy foods, medical care, and environmental sustainability.

Students must also gain conceptual knowledge. When students acquire conceptual knowledge in the core disciplines they are able to synthesize information accurately, apply theories to novel situations, and understand the relationship between disciplines. Students must also be fluent in the use of critical thinking skills, strategies, and systems. They must be able to think logically, clarify and evaluate information, reflect on their learning, generate novel ideas, keep an open mind, persevere and take learning risks.

Students must develop interpersonal and communication skills to challenge inaccuracies in a respectful manner. They must be able to take others perspective and demonstrate understanding without necessarily being in agreement. They must be able to resolve differences of opinion and come to compromising conclusions.

Finally, the highest charge for every educated person in the 21st Century is to develop a passion of ongoing learning, efficient problem solving, and perseverance.

Typical Day at Colfax Charter Elementary
From the moment you walk onto the Colfax Charter Elementary campus you can feel the vibrant pulse of students eagerly engaged in learning. Colfax is a friendly welcoming place in Valley
Village, a community with a passion for public education. The school sits on what was once an arboretum. The giant eucalyptus trees that surround the school symbolize our motto “Rooted in Education and Reaching for the Stars”.

During any typical day you will find skilled faculty, classified staff, parent volunteers, knowledgeable community members, and students engaged in reading, writing, problem solving and creating. On any given day you can find students in the science lab, exploring and hypothesizing the outcomes of their hands-on experiments. You’ll find students engaged in keyboarding lessons and working in the computer lab as part of our MIND Institute’s Math & Music program. You may see teachers collaborating with each other in the walkways or staff lounge or you may observe how they departmentalize the teaching of certain aspects of the core curriculum – such as Math/Science enrichment & the Arts—so that the students can benefit from each teacher’s particular passions and interests, enabling those parts of the curriculum more depth.

Colfax has brought to life the school community’s desire to embrace and enhance the Arts, Science, and Technology education. We apply for grants, raise funds, attend trainings, recruit community artists, and provide cultural experiences for our students. Our arts education programs have systemically developed and have continued to grow over the years. This enables us to provide varied experiences that address the diverse learning styles of each student allowing every child to “reach for the stars.”

The Colfax administration, teachers, staff, parents and community members are committed to developing a charter school that will awaken the innate artist in every child so that they can solve problems creatively, be critical thinkers, and develop the capacity to view the world from multiple perspectives. If you visit Colfax Charter Elementary on any given day, you will find a welcoming, energetic environment that reflects dedication to academic excellence with emphasis on arts education. You will see students engaged in rigorous standards-based instruction, art lessons incorporated throughout the curriculum, hands-on experiments in the science lab, special education teachers collaborating with general education teachers, and direct instruction in social responsibility.

As you enter classrooms you will hear music, laughter, rich classroom discussions, and student presentations throughout the campus. Wonder of Reading tutors will be working with students in our library to foster a love of literature. We are a full-inclusion school, which means that each class is a mix of children with special needs, as well as the gifted, and general education students. You may see students participating in small group activities in one of our two Learning Centers, where they work with the special education staff to reinforce, introduce or review concept presented by the general education teacher during the week. These are some of our strategies for ensuring that ALL children reach their full learning potential.

You will also hear parents who volunteer or visit the school, from over 20 different cultural groups, encouraging their own children and others in a variety of languages. On any given day you will hear the grunts of Charlotte the school pig and a bleating of our two sheep in the parent-run farm. On Fridays after school over 60 eager students assemble to participate in the Farm Club. When you leave the school at the end of the day, the memory of what you have seen will
remind you that, Colfax Charter Elementary School is what a public school should be like.

**Curriculum Frameworks**
Colfax Charter implements the frameworks set forth by the California Department of Education using District adopted materials in addition to supplemental materials and innovative practices that the school community has found as effectively meeting the needs of students.

<table>
<thead>
<tr>
<th>Framework</th>
<th>Core Program Materials</th>
<th>Supplemental/Innovative Practice</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts CCR</td>
<td>Treasures Write Source</td>
<td>Leveled Readers Magazine Subscriptions RAZZ Kids Read Naturally</td>
<td>District Provided Thinking Maps Depth &amp;Complexity</td>
</tr>
<tr>
<td>Mathematics CCR</td>
<td>Envision Math ST Math</td>
<td></td>
<td>District Provided Singapore Math Depth &amp;Complexity ST Math</td>
</tr>
<tr>
<td>Science</td>
<td>Foss</td>
<td>Farm Club Vegetable Garden GREEN Weather Bug GEMS</td>
<td>School-based Depth &amp; Complexity Thinking Maps</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>Scott Foresman – History Social Science for California</td>
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</tr>
<tr>
<td>Health/Physical Education</td>
<td>Health and Wellness Second Step Too Good for Drugs</td>
<td>Games Skills Yoga Running Club</td>
<td></td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>LAUSD Arts Teachers Orchestra Vaudeville School Plays Visual Art Teacher Suzuki Method ST Keyboards</td>
<td></td>
<td>District Arts Branch</td>
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<tr>
<td>Technology</td>
<td>Word processing Database Presentations Typing Research skills</td>
<td>Office program Internet Access Laptop carts iPad carts Elmos/projectors Smartboards</td>
<td>Beyond Technology</td>
</tr>
</tbody>
</table>

Colfax Charter assures that the school will transition to and implement the common core State standards and Smarter Balanced Assessments according to the LAUSD established timelines.
Common Core Implementation
Colfax Charter will adhere to the District’s 3-year plan to transition to these shared sets of the common core standards beginning with the introduction of the major instructional shifts in English/Language Arts (ELA) and mathematics. Greater focus will be emphasized in ELA and mathematics to align more with the CCSS. During the 2013-14 school year and beyond Colfax Charter will conduct professional development that includes the LAUSD learning materials as well as attend National Conferences to seek understanding of effective teaching and learning strategies from a wider perspective.

Proposed Research-Based Teaching Methodologies
1. Concept-based instruction: Learning through concepts and principles that undergird the topic.
2. Curriculum compacting: Based on proficiency measures, shorten the time students spend in a topic of study.
3. Different levels of text and supplemental resource materials: A range of materials and resources appropriate to the range of students’ needs.
4. Multi-leveled computer programs or on-line learning options: used for acceleration, enrichment/enhancement or remediation.
5. Flexible pacing: Allowing students the time necessary to become proficient in the content (some more, some less)
6. Flexible grouping: Grouping and re-grouping students based on academic need within the content.
7. Pre-testing: Finding out what students know and don’t know within the topic of study and then modifying the delivery of content
8. Learning contracts: Agreements negotiated between teacher and individual students to access content in different ways and through different manners.
9. Mini-lessons: Short lessons to introduce new content, usually as a general overview or “big picture” take on the topic.
10. Singapore Math Strategies
11. Modeling: Teachers model thinking processes and strategies. They model both discrete skills and the more general behaviors that effective citizens in a democratic society must demonstrate.
12. Clear Expectations: Teachers explicitly define and articulate the State standards they expect students to learn. Students reflect on their progress on assignments with respect to the standards. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. They clearly communicate this information to other school professionals, families, community members, and, most importantly, to our students.
13. Academic Rigor: Teachers design lessons that are engaging and meaningful. Students are expected to develop a firm understanding of the connection between thinking and knowledge. Our curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement throughout the learning process.
14. Criteria Charts: Student developed criteria charts are displayed in classrooms. Through
this exercise, students develop a clear understanding of the expectations for which they are held accountable. Students are able to articulate what is expected as they make progress toward rigorous standards.

15. **Immediate Feedback:** Teachers interact with students to provide them with immediate feedback, often in the form of follow-up questions, in order to uncover their underlying ideas and thinking processes. This methodology assists students in recognizing successful learning behavior and repeating them.

16. **Grouping:** Teachers often break up students for cooperative group work and small group instruction. As distinguished from working individually, group learning provides students with immediate feedback, guided practice, and allows them to explore their own ideas in the context of the ideas of others. Collaboration with the other students in a variety of groups helps pupils develop diverse perspectives and greater interpersonal skills. Solving problems with others also helps students develop teamwork skills and allows the teacher to make observations and assess students while facilitating their work.

17. **Direct Instruction:** Teachers use direct instruction to teach standards based lessons.

18. **Appropriate Guided and Independent Practice Time:** Students are given the adequate guided practice essential to be successful at independently applying or demonstrating a particular concept or skill.

19. **Accountable Talk:** Teachers facilitate the development of students’ abilities to apply their conceptual understanding to respond to, and further develop, what others have said. The goal is for “student talk” to drive the learning process forward as much as possible.

20. **Questioning Techniques:** We use various questioning techniques that allow students to demonstrate and extend their thinking processes and deepen their conceptual grasp of content.

21. **Experiential Learning:** Hands-on learning is emphasized for students to learn through direct experiences, how to make sense of the world, solve problems, use reference materials and learning aids, and gain understanding for themselves.

22. **Developing Higher-Level Thinking Skills:** In preparing students for the future, we believe our task is to help them develop the critical reasoning skills that will enable them to think flexibly, solve complex problems, and make sense of their place in the world around them. We encourage our students to move beyond the factual knowledge level of Bloom’s Taxonomy to the more sophisticated levels of comprehension, application, analysis, synthesis and evaluation.

23. **Integration of the Arts:** The Arts are at the heart of our school. Teachers use drama, dance, music, and visual arts to enhance and deepen the learning experience.

24. **Thinking Maps:** All students in K-5 learn to use thinking maps as a visual representation of eight different thinking processes. Students apply the thinking process to all core curricular areas.

25. **Skill based Drills:** Students practice spelling, geography and basic math in order to participate in memory drills. It is expected that each student memorize addition and multiplication facts by the end of fifth grade.

26. **Differentiated Instruction:** Teachers design lessons and assignments that have multiple entry and performance points, allowing all students to have access to the core curriculum.

27. **Depth and Complexity Icons**

28. **Sheltered English**
SCOPE AND SEQUENCE

LANGUAGE ARTS

Using the District adopted *Treasures* program and other supplementary materials teachers will provide a rigorous K-5 curriculum that meets or exceeds the State Common Core standards for Reading Literature, Reading Informational Text, Speaking and Listening Skills, Language and Writing Standards.

**Reading: Key Ideas and Details:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

**Writing**

**Text types and Purposes***
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and distribution of Writing**
4. Produce clear and coherent writing in which the development, organization, and style are
appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Listening and Speaking**

**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Language**

**Conventions of Standard English**
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Common Core Mathematics Standards
Math K-5
Using Envision Math, ST Math and Singapore math strategies teachers will address Operations and Algebraic Thinking, Number and Operations in Base ten, Measurement and Data, Geometry in the common core standards in order to teach students to:
1. Make sense of problems and persevere in solving them
2. Reason abstractly and qualitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with Mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and express regularity in repeated reasoning

Kindergarten
Know the names of numbers and count to 100
Count and tell the number of objects
Compare numbers
Understand addition and subtraction
Work with numbers 11-19 to gain foundations for place value
Describe and compare measurable attributes
Classify objects and count the number of objects in a category
Analyze, compare, create, and compose shapes

First-Second Grade
Represent and solve problems involving addition and subtraction
Understand and apply properties and operations of addition and subtraction
Add and subtract within 20
Understand place value
Use place value to understand and apply properties and operations of addition and subtraction
Extend the counting of sequence
Third Grade
Represent and solve problems involving multiplication and division
Understand and apply properties and operations of multiplication and division
Multiply and divide within 100
Solve problems involving four operations and identify and explain pattern in arithmetic
Use place value understanding and properties of operations to perform multi digit arithmetic
Develop understanding of fractions
Solve problems involving measurement and estimation of intervals of time, volume, and masses of objects
Represent and interpret data
Geometric measurement

Fourth-Fifth Grade
Use the four operations with whole numbers to solve problems
Write and interpret numerical expressions
Gain familiarity with factors and multiples
Analyze patterns and relationships
Generalize place value understanding for multi-digit whole numbers
Understand and expand understanding of fraction equivalence and ordering
Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers
Understand decimal notion for fractions and compare decimal fractions
Apply and extend previous understanding of multiplication and division to multiply and divide fractions
Convert like measurements
Represent and interpret data
Understand volume, concepts of angels and classify two dimensional figures

ST MATH & MUSIC (Grades 2nd-5th)

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<thead>
<tr>
<th>Second Grade</th>
<th>Third Grade</th>
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<tbody>
<tr>
<td>Addition and Subtraction</td>
<td>Estimating and Rounding</td>
</tr>
<tr>
<td>Place Value</td>
<td>Place Value</td>
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<td>Money</td>
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<td>Time and Time Elapsed</td>
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<td>Geometry and Measurement</td>
<td>Multiplication and Division</td>
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<tr>
<td>Fractions</td>
<td>Data and Graphing</td>
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<td>Multiplication and Division</td>
<td>Geometry</td>
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<td>Fractions</td>
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<td>Advanced Arithmetic</td>
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<th>Fourth Grade</th>
<th>Fifth Grade</th>
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<tr>
<td>Estimating and Rounding</td>
<td>Algebraic Expression</td>
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<td>Data and Graphing</td>
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<tr>
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<td>Factorization</td>
</tr>
<tr>
<td>Multiplication and Division</td>
<td>Fractions, Ratios, Percents</td>
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<td>Factorization</td>
<td>Functions</td>
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HISTORY/SOCIAL SCIENCE

- Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago.
- Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world.
- Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly.
- Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories.
- Students in grade four learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth.
- Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

SCIENCE

Using Foss Kits, Foss texts, and supplemental materials teachers will address the California Science standards in physical science, Earth Science, Life Science and the scientific process.

Kindergarten

- Properties of materials can be observed, measured, and predicted.
- Different types of plants and animals inhabit the earth.
- Earth is composed of land, air, and water. As a basis for understanding this concept:
- Scientific progress is made by asking meaningful questions and conducting careful investigations in weather, water, plants and animals.

First Grade

- Materials come in different forms (states), including solids, liquids, and gases.
- Plants and animals meet their needs in different ways.
- Weather can be observed, measured, and described.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Second Grade

- The motion of objects can be observed and measured.
- Plants and animals have predictable life cycles.
- Earth is made of materials that have distinct properties and provide resources for human activities.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.
Third Grade
- Energy and matter have multiple forms and can be changed from one form to another.
- Light has a source and travels in a direction.
- Adaptations in physical structure or behavior may improve an organism’s chance for survival.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Fourth Grade
- Electricity and magnetism are related effects that have many useful applications in everyday life.
- All organisms need energy and matter to live and grow.
- Living organisms depend on one another and on their environment for survival.
- The properties of rocks and minerals reflect the processes that formed them.
- Waves, wind, water, and ice shape and reshape Earth’s land surface.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

Fifth Grade
- Elements and their combinations account for all the varied types of matter in the world. As plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.
- Water on Earth moves between the oceans and land through the processes of evaporation and condensation.
- Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.
- The solar system consists of planets and other bodies that orbit the Sun in predictable paths.
- Scientific progress is made by asking meaningful questions and conducting careful investigations.

GREEN PROGRAM
The school’s goal is to build-on the California elementary science standards to include ecology, agriculture, conservation of natural resources, and Green Awareness that are critical to being an educated person in the 21st century and a responsible member of the global community. Colfax Charter plans to provide professional development in ecology, biology, agricultural, and the sciences to build teacher’s capacity to create an age appropriate program.

As part of the social studies and science program students will have hands on opportunities to raise crop foods such as peas, corn, tomatoes, lettuce and grains in our raised garden beds. They also learn to care for such farm animals as chicken, quail, sheep and pigs. Students will develop an awareness of where food and energy come from and why it is important to preserve natural resources.

This program is in its developing stages and will be expanded over the next five years of the Charter. Colfax Charter currently has the foundational aspect of the program in place. We plan to
develop it into a sequential and spiraling program that spans grades K-5 with measurable student outcomes.

Kindergarteners learn about the wind and how its power can be harnessed to create electricity. Students will maintain a garden bed and regularly water plants
- Plant and care for herbs (i.e. mint, sage) and vegetables
- Observe farm animals in farm
- Participate in the school’s recycling program

First graders continue to develop their awareness of their footprint on the world. They begin to participate in the school’s recycling and beautification program.
- Observe weather and its affect on the environment
- Maintain the garden beds
- Observe animals on the farm
- They begin to understand the concept of interdependence and how we share natural resource with other organisms
- Use recyclables to create art projects
- Learn about community members that help protect the environment

Second Graders adopt a tree on campus and observe the changes throughout the year. They also visit Huntington Gardens to adopt an additional tree and compare and contrast the different species of trees.
- Second graders learn about ecosystems. They develop awareness that stability in an ecosystem is a balance between competing effects.
- Second graders learn how pollution and consumption of natural resources makes an impact on local habitats.
- Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, or changes in population size.
- Students know how oxygen cycles through photosynthesis and respiration in plants.

Third Graders learn about recycling and making compost. They are responsible for recycling left over vegetables from the cafeteria to feed the farm animals and make compost for the younger children to use in their garden beds and for the school plants.
- Third graders learn about City Wildlife and how animals adapt to living alongside humans
- They learn the differences between urban and suburban communities and how pollution impacts those communities
- Participate in the Heifer program to build awareness of how families all over the world depend on livestock to be self-sustaining
- Third graders participate in Tree People activities and local tree planting days
- They learn about the water cycle
- Visit Sepulveda Basin to learn about wetlands and water management

Fourth Graders learn that the geology of California underlies the state’s wealth of natural resources as well as its natural hazards. Additional corresponding experiences and projects are in development. As a basis for understanding this concept:
- Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.
• Fourth graders know the different atmospheric gases and their significance on the greenhouse effect.
• Maintain the school’s greenhouse
• Students know the resources of major economic importance in California and their relation to California’s geology.
• Students know the principal natural hazards in different California regions and the geologic basis of those hazards.
• Fourth graders know the importance of water in society, the origins of California’s fresh water, and the relationship between supply and need.
• Students know a vital part of an ecosystem is the stability of its producers and decomposers.
• Fourth graders maintain compost piles and observe decomposers under microscopes
• Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.

Fifth Graders learn about the heating of Earth’s surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. Fifth grade build and maintain a greenhouse.
• Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.
• Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea surface and air temperature variations across the Pacific and some climatic results of this cycle
• Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.
• Students know how Earth’s climate has changed over time, corresponding to changes in Earth’s geography, atmospheric composition, and other factors, such as solar radiation and plate movement.
• Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.
• Create solar-powered machines/vehicles to explore energy alternatives
• Earth Day presentations based on environmental impact of humans
• Fifth graders attend Science Camp

TECHNOLOGY
Kindergarteners will learn basic computer skills including:
Unit 1 - Word Processing - Personal Relationships
The Kindergarten students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document with ABC order or simple sentence such as “I can see...”. The students will begin learning location of the alphabet and numbers on the keyboard within their word processing projects.

Unit 2 - Spreadsheets and Databases-
The Kindergarten students will be working on sorting and categorizing skills in simple databases
that discuss how to make groups of items. They will be learning the basics of databases including columns, rows and cells.

Unit 3 - Multimedia - Family Relationships
The Kindergarten students will be creating a presentation that will discuss the concept of family relationships. The students will be identifying people they love and people that love them. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Relationships
The Kindergarten students will be creating a book that brings together all the topics learned this year. They will be using their skills to insert and format text information as well as graphics. This unit will review many of the objectives covered throughout the year.

Skills
• Recognize and label major components of a computer
• Use the keyboard to write their names, locate letter that represent sounds, and numbers that identify specific quantities
• How to manipulate a mouse and curser
• Create digital art with paint program, such as Kidpix
• Develop problem solving and critical thinking skills using primary reading and math software
• How to use a keyboard to write letter that represent sounds
• How to use basic software that develops reading and math skills

First graders will continue to build on their kindergarten experiences computer skills including:
Unit 1- Word Processing - Personal Responsibility
The 1st grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The 1st Grade students will be creating a word processing document about seasons and/or animals. The ideas that are covered in this unit are describing the season or an animal of their choice. They will begin learning location of the alphabet and numbers on the keyboard within their word processing projects.

Unit 2 - Spreadsheets and Databases - Financial Responsibility
The 1st grade students will be working on sorting and categorizing skills in simple databases that discuss financial responsibility. They will be learning the basics of databases including columns, rows and cells. They will sort and categorize the types of animals land, water, or air. They will categorize these into graphs.

Unit 3 - Multimedia - Social Responsibility
The 1st grade students will be creating a presentation that will introduce the concept of social responsibilities. During this unit the theme covers family, environmental and community responsibilities. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Responsibilities
The 1st grade students will be creating a book that brings together all the topics learned this year. They will be using their skills to insert and format text information as well as graphics. This unit will review many of the objectives covered throughout the year.
Skills
• Identify and locate all letters and numbers on the keyboard
• Proficiency manipulate a mouse and cursor
• Type one sentence and their names using the shift key for capital letters
• Improve the time it takes to find letters on a keyboard
• How to use basic software that develops reading and math skills
• Use programs such as KidPixs to create works of digital art.
• Demonstrate beginnings skills in the manipulation of digital imagery, generates art, digital photography
• Create simple bar graphs and charts on computer programs

Second graders will learn basic computer skills including:
Unit 1 - Word Processing - Personal Goals
The 2nd grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document about Personal Goals. They will be defining, setting and measuring personal goals. Keyboarding skills will be covered in this unit. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases - Measuring Goals
The 2nd grade students will be creating spreadsheets and databases about measuring personal goals. They will be setting goals, tracking goals and charting their progress. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Mission Statement
The 2nd grade students will be creating a presentation developing a personal mission statement. They will be evaluating how to represent their mission statement. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Goals
The students in 2nd grade will be creating multiple projects on goals. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills
• Begin to use appropriate keyboard finger positions when typing
• Identify and locate all letters, numbers, punctuate and use the shift key for capital letters
• Use a word document to write simple stories
• Use computer program to create simple graphs that represent data they have collect in science and math problems
• Gather information and pictures for a project in a controlled environment created by the teacher
• Understand how to shut off, save files and organize folders on a desktop
• Use learning software such as Jiji math to develop mathematical skills
Third graders will continue to build their technological skills basic including:

Unit 1 - Word Processing - Personal Responsibility
The 3rd grade students will be learning proper terminology for common parts of the computer and program tools. The 3rd grade students will be creating word processing about a book report. They will describe the characters, setting, and plot of the story. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases
The 3rd grade students will be creating a spreadsheet that will categorize the various forms of literature. They will create graphs from class surveys and categorize various genres. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Social Responsibility
The 3rd grade students will be creating a presentation that will introduce the concept of artistic expression. Student will create a collage of a visual artist. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Responsibilities
The 3rd grade students will develop their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills
• Gaining fluency in using the keyboard for typing by using appropriate keyboard positions
• Use a word document to write simple stories and letters
• Search the Internet for pictures and download them into documents
• Collect, analyze and represent data in a variety for graph (pictographs, bar graphs, and pie charts)
• Save files and organize folders on a desktop
• Conduct research for information and pictures by subject/category
• Develop problem solving and critical thinking skills to enhance basic skills and organize ideas using software including Jiji Math, and multimedia presentation software.

Fourth graders will continue to build their technological skills basic including.

Unit 1 - Word Processing - Evaluating Choices
The 4th grade students will be learning proper terminology for common parts of the computer and program tools. The students will be creating word processing documents about the process of making an informed choice. The steps in the process that are covered in this unit are: You Always Have a Choice, Think Through Your Options, Make a Decision and Accept Responsibility for Your Decision. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases - Time Choices
The 4th grade students will be creating a spreadsheet that will introduce the concept of prioritizing their time. The skills they will be covering will be creating a calendar, analyzing their time commitments, and scheduling. They will be learning the basics of databases and simple formulas.
Unit 3 - Multimedia - Personal Choices
The 4th grade students will be creating a presentation which will have them looking at their own personal choices. The choices they will be reviewing will be decisions on food, appearance, and entertainment. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - Communication Choices
The students in 4th grade will be creating a newsletter on communication choices. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills
- Gaining fluency in using the keyboard for typing and type 8-10 words per minute
- Use a word document to write essays and reports
- Research information by subject/category and keywords/phrases using teacher approved website, digital/online encyclopedias and dictionaries and files
- Collecting and analyzing data
- Use programs for presentations
- Save files and organize folders on a desktop
- Use learning software such as Jiji math to develop mathematical

Fifth graders will continue to build their technological skills basic including:

Unit 1 - Word Processing - Personal Goals
The 5th grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document about Personal Goals. They will be defining, setting and measuring personal goals. Keyboarding skills will be covered in this unit. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases - Measuring Goals
The 5th grade students will be creating spreadsheets and databases about measuring personal goals. They will be setting goals, tracking goals and charting their progress. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Mission Statement
The 5th grade students will be creating a presentation developing a personal mission statement. They will be evaluating how to represent their mission statement. They will learn to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Goals
The students in 5th grade will be creating multiple projects on goals. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.
Skills
• Gaining fluency in using the keyboard for typing
• Use a word document to write essays and reports
• Search the Internet for pictures to be used in school projects
• Collecting and analyzing data
• Use programs for presentations
• Use digital photography and video in presentations with simple editing
• Save files and organize folders on a desktop
• Use learning software such as Jiji math to develop mathematical skills

PHYSICAL EDUCATION
The Colfax community acknowledges both the immediate and the lifelong benefits of physical education for children. The Physical Education Framework for California Public Schools states that children who are well educated in health and physical activity become healthy adults. To that end, Colfax hires a psychomotor teacher and recruits parent volunteers to implement a standards-based program that builds students game skills, cardiovascular health, and physical strength.

The program encourages effort, cooperation, and sportsmanship. Students in K-5th grade participate in psychomotor activities 100 minutes every two weeks. Additionally, the dance and drama program provides for an additional 60 minutes of physical activity. Teachers provide additional minutes of physical activity throughout the week at various times. Allowing for all students to receive 200 minutes of physical education every two weeks.

Physical Education lessons, aligned to the California frameworks, are taught by classroom teachers and during our psychomotor program. This sequential physical education program provides all students with weekly lessons in game skills, sportsmanship, and fitness to develop positive social norms of equity and fairness. Our programs have students participating in calisthenics, running, game instruction, dance, and yoga activities.

The Colfax track and field is also a very active place for children to play tag games, look for insects and play imaginary games during recess and lunch. Healthy living is encouraged through a variety of other events like Jump Rope for Heart and the President’s Fifth Grade Physical Fitness Program. Colfax students participate in Rod Dixon’s Marathon Kids program, encouraging students to run a total of 26.2 miles over a period of time. As a result students have increased aerobic capacity over the years, as measured in the state Physical Education Test.

HEALTH
We believe that a positive, health-oriented school environment is intimately linked to successful learning. According to the Health Framework for California Public Schools, children may make lifestyle choices that adversely affect their current and future health. At Colfax, we take the kind of active role set forth in the Framework by developing and promoting the physical, mental, emotional, and social health of our students. Working collaboratively with the District, the parents, cafeteria manager, and the principal enhanced food quality and include meals that are appealing to our diverse student population. Among other improvements is the Colfax Salad Bar, where once a week, students supplement their meal with additional fruits and vegetables. On this
day, the average number of students who buy lunch from the cafeteria has risen by 35%. Our school vegetable garden is another place where students can get a hands-on look at how healthy foods get from seed to table. This garden is planted and cared for by students. The Colfax health and fitness curriculum, Health and Wellness, is implemented in all classrooms. Preventing drug, alcohol, and tobacco use among our students is another component of our health education program. Teachers integrate into the curriculum District-adopted Health Education programs, “Too Good for Drugs” and “Second Step”. Using games, stories, and realia to teach all students the dangers of these harmful substances.

THE ARTS: DANCE/THEATRE/VISUAL ARTS/MUSIC

Dance
Kindergarteners explore and learn through movement. During physical education lessons and the arts program rotation they use their ability to control movements, express ideas and respond to different types of music in order to achieve the dance standards.
Dance 1.2 Perform basic locomotor skills (e.g. walk, run, gallop, jump, hop, and balance)
Dance 1.3 Understand and respond to a wide range of opposites (high/low, forward/backward, wiggle/freeze)
Dance 2.1 Create movement that reflect a variety of personal experiences (recall feeling happy, sad, angry, excited)
Dance 4.1 Explain the basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music)

Theatre
During centers and community time, kindergarteners have the opportunity to engage in imaginative play. They learn to retell and reenact familiar stories, myths, and fables. Kindergarteners begin to understand how actors use the five sense to make a scene believable.
Theatre 1.1 Use the vocabulary of theatre to describe theatrical experiences
Theatre 2.2 Perform group pantomimes and improvisations to retell familiar stories
Theatre 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.

Visual Arts
Students make a map of things that are important to them. Each child starts with a photo of himself/herself and cuts out pictures of things they like. The pictures are pasted upon a large piece of paper with the photo. The teacher models using words that describe the size, color, shape of the pictures. This activity encourages students to begin to use accurate vocabulary to describe their art.

Students imagine they are a bug in a garden and draw with pastels on black paper. Students are expected to draw normally small objects, blades of grass, leaves, and droplets of water larger than life. They are encouraged to stretch their perception of size in art. The pastels are brighter than crayons with the black paper making the colors vibrant and eye-catching. Georgia O’Keefe’s art is shown as an introduction to another perspective and use of a different media to enhance colors. Students create a shape collage (Hundertwasser houses.) They cut rectangles, squares, and triangles then glue these shapes together to make houses or apartments. Details are added to windows, pavement, and rooftops, with pastels. Students are expected to notice
geometric shapes and patterns in their environment. They observe dark and light areas. There is attention to straight lines, broken lines, curves, and dots to add texture and interest to the shape collage.

Part of the Kindergarten math curriculum is the observance of shapes in the environment. Students are expected to follow directions and demonstrate skills in cutting and pasting paper and shapes to create buildings.

Visual 1.3 Identify the elements of art in the environment and in works of art, emphasizing line, color, and shape/form

Music
Kindergarteners sing and play to music. As part of our Suzuki violin all Kindergarten and first grade students participate in Suzuki violin lessons once a week. Kindergarteners learn to count beats and move to music. Classically trained violinists are experts in teaching Suzuki method age-appropriate lessons to our youngest students.

Music 1.2 Identify and describe basic elements in music
Music 2.2 Sing age-appropriate songs from memory
Music 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics and melodic direction

Dance
First graders use locomotor and axial movements to carry themselves across the room during psychomotor, yoga, and dance lessons. They learn to exert a varying degree of force and energy depending on the emotions they are attempting to convey.

First graders create simple patterns in dance and learn folk and traditional dances.

Dance 1.2 Perform short movement problems emphasizing the elements of space
Dance 2.3 Create a short movement sequence with a beginning, middle, and end
Dance 2.8 Work with others in a group to solve a specific dance problem
Dance 4.2 Describe the experience of dancing two different dances

Theatre
First graders participate in a variety of theatre arts experiences. They work on retelling stories, Readers Theatre, and pantomime. They use their facial expressions, gestures, and movements to develop characters. First graders learn about how the body language they use can interfere or help with solving problems through the Second Step Curriculum.

Theatre 1.1 Use the vocabulary of theatre such as play, plot, etc to describe theatrical experiences
Theatre 2.1 Demonstrate skills in pantomime, tableau and improvisation
Theatre 3.1 Identify the cultural and geographic origins of stories

Visual Arts
Students are expected to create self-portraits using oval or round shapes, angles and colors that most resemble their features. They are expected to notice the space on the paper, their faces and the background. First graders learn the basic elements of line, shape, and shading which are added to the self-portrait. Students use watercolors to create a painting with overlapping colors and shapes. A picture book with color overlays illustrates how artist Paul Klee used this technique. The children discuss how colors can be blended. They cut out shapes to create a
Students create a crayon resist of leaves in warm colors and watercolor over wash in cool colors. They notice how some colors remind them of warmth, closeness, and sunshine. Other colors bring memories of coolness, things far away, and shade.

Visual 2.1 Use textures in two and three-dimensional works of art
Visual 3.2 Identify and describe various subject matter in art
Visual 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony
Visual 2.3 Demonstrate beginnings skills in the manipulation of digital imagery, generates art, digital photography
Visual 2.6 Use perspective in an original work of art to create a real or imaginary scene
Visual 3.3 Identify and compare works of art from various regions of the United States
Visual 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement

First graders participate in the Suzuki Violin program. They learn the history of the violin and listen to classical music to identify instruments. First graders learn to care for instruments, play the violin, and prepare for musical training. They listen to repertoire, create new ones, and identify the mood and rhythm of classical pieces.

Music 2.1 Sing with accuracy in a developmentally appropriate range
Music 2.4 Improvise simple rhythmic accompaniments using body percussion or classroom instruments
Music 4.1 Create movements to music that reflect focused listening

Dance
Second graders participate in standards-based dance lessons through the Arts program. They learn to combine movements into short sequences by using varied tempos and rhythms. They learn about dance choreography such as, Wade in the Water or Revelations and their significance in African American History. They learn to choreograph their own AB and ABA sequences very slowly and then fast.

Dance 1.3 Perform short movement problems emphasizing the elements of time
Dance 3.1 Name and perform social and traditional dances from various cultures
Dance 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer
Dance 5.2 Demonstrate language arts concepts through dance

Theatre
Second graders learn about how families entertained themselves long ago. They participate in lessons on Vaudeville variety shows. They learn tap dance routines and perform folk dances from the past. Every year the second grade produces The Vaudeville Show where they perform skits, dances, and songs.

Theatre 1.1 Use the vocabulary of theatre to describe theatrical experiences
Theatre 2.1 perform in group improvisational theatrical games that develop cooperative skills and concentration
Theatre 4.1 Critique an actor’s performance as to the use of voice, gesture, facial expression, and
movement to create character

Visual Arts
Students create a symmetrical portrait. They are shown many examples of symmetry in art and objects in their environment. They are given a face in a magazine that they copy, cut out, and draw the missing half.

Students create a picture with repeating patterns and metallic accents. After a study of Klimt’s “Tree of Life,” the students draw with pastels on black paper. They make repeating patterns of shapes, lines, and colors within the tree. They are given small squares of gold paper to accent their trees. The concepts of shapes, repeating patterns, elements of color and accents in art are reinforced.

Audubon’s birds are studied as scientific renderings of animals in nature. Children accurately sketch a plastic bug in its known environment. Students recall and apply concepts of foreground and background, proportion, perspective, color, and texture. This drawing coincides with the second grade study of camouflage and animal behavior.

Visual 1.3 Identify the elements of art objects in nature, the environment, and works of art
Visual 2.1 Demonstrate beginning skill in the use of basic tools and art making processes
Visual 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures
Visual 4.3 use the vocabulary of art to discuss their own work and process

Music
All second through fifth grade students participate in ongoing instruction in reading sheet music, playing the keyboard, and Jiji computer games with Spatial Temporal Animation Reasoning software. This program offers traditional instruction that emphasizes visual and auditory recognition of patterns, and mathematical concepts inherent in music.

Music 1.2 Read, write, and perform simple patterns of pitch
Music 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments
Music 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music

Dance
Third graders learn folk dances through the art program curriculum. They participate in

Dance 1.1 Combine and perform basic locomotor skills, moving on a specific pathway. Combine and perform locomotor and axial movements
Dance 1.3 Perform short movement problems, emphasizing the element of force/energy
Dance 2.6 Compare and contrast the role of the performer with that if a member of an audience
Dance 2.8 Create, memorize, and perform original movement sequences with a partner or a small group
Dance 3.3 Explain the function of dance in ceremonial and social community events in Native American cultures

Theatre
Theatre 1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas and blocking to describe theatrical experiences
Theatre 2.1 Participate in cooperative script writing/improvisations that incorporate the five Ws
Theatre 3.1 Dramatize the different cultural versions of similar stories from around the world
Theatre 4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experiences

Visual Arts
Third graders use a varied of arts media such as technology, clay, water colors, chalk, and oil paint to compare and contrast works of art. They create Totem poles of their families and learn about how Native American communicated through works of art. Third graders learn about artist such as Picasso, and how he used color and lines to convey his mood and political views.
Visual 1.3 Identify and describe how foreground and middle ground are used to create the illusion of space
Visual 1.4 Compare and contrast two works of art made by the use of different art tools and media
Visual 2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes
Visual 3.2 Identify artist from the local community, county or state and discuss local or regional art traditions

Music
Music 1.3 Identify melody, rhythm, harmony and timbre in selected pieces of music when presented aurally
Music 4.3 Describe how specific musical elements communicate particular ideas or moods in music

Dance
Fourth graders learn about Jose Limon’s choreography and its influence on American Culture. They describe the technical aspects of the movements. They increase their perceptual and aesthetic valuing skills when they describe how the music types and dance techniques have a relationship to various countries, cultures, and geographic locations.
Dance 1.1 Demonstrate mental concentration and physical control in performing dance skills
Dance 2.2 Improvise extended movement phrases
Dance 3.2 Name the musical accompaniment and explain how it relates to the dances they have studies
Dance 5.4 Analyze the choreographic process

Theatre
Fourth graders increase their acting skills by exploring how voice affects meaning and how costumes and makeup communicate information about character. They also describe how an audience is affected differently by live theatre, movies, television and radio. They learn that storytelling and theatrical traditions from many cultures are a part of California history and that the entertainment industry has an important role in the state.
Theatre 2.3 Design or create costumes, props, make-up, or masks
Theatre 3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California
Theatre 4.2 Compare and contrast the impact on the audience of theatre, film, television, and
other media

Visual Arts
Fourth graders use their mathematical reasoning skills to create proportionately correct portraits of early California settlers. They explore the concept of point of view and describe their own cultural perspective.
Visual 2.5 Use accurate proportions to create expressive portrait or a figure drawing or painting
Visual 2.6 Use the interaction between positive and negative space expressively in a work of art
Visual 3.2 Identify and discuss the content of works of art in the past and present focusing on the different cultures that have contributed to California’s history and heritage

Music
Fourth graders have the opportunity to participate in Chorus. All fourth graders continue to develop their keyboarding skills. They not only sing and play melodies, but also compose melodic patterns, a precursor to writing music. They use their expanding repertoire of music knowledge to classify and describe a variety of instruments by how they produce sound. They learn about music from around the world and its influence on various cultures.
Music 1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege
Music 2.1 Sing a varied repertoire of music forms from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others
Music 2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments
Visual 4.2 Identify and describe how a person’s own cultural context influences individual responses to works of art

Dance
In their study of United States history student perform traditional, social and theatrical dances from the eighteenth and nineteenth centuries. They analyze and critique styles and create in dance patterns.
Dance 1.4 Incorporate the principles of variety, contrast, and unity with dance studies
Dance 2.2 Invent multiple possibilities to solve a given movement problem and analyze problem solving strategies and solutions
Dance 3.2 Identify and perform folk/traditional, social and theatrical dances done by Americans in the eighteenth and nineteenth centuries
Dance 4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies
Dance 5.1 Describe how historical events relate to dance forms

Theatre
Fifth graders describe theatrical experiences with their growing vocabulary, using terms such as protagonist and antagonist. They identify more complex structural elements of plot in a script and discover universal themes in literatures they are reading.
Theatre 1.1 use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist to describe a theatrical experience
Theatre 2.1 Participate in improvisational activities to explore complex ideas and universal
themes in literature and life
Theatre 3.3 Analyze ways in which theatre, television, and film play a part in our daily lives
Theatre 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers and technical artist in theatre, film, and video

Visual Arts
Fifth graders begin to explore principles of design as they create works of art in drawing, sculpture and digital media. They refine their artistic skills, such as perspective and use a define set of criteria to describe how they change or improve their work.
Visual 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony
Visual 2.3 Demonstrate beginnings skills in the manipulation of digital imagery, generates art, digital photography
Visual 2.6 Use perspective in an original work of art to create a real or imaginary scene
Visual 3.3 Identify and compare works of art from various regions of the United States
Visual 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement

Music
Fifth graders continue to have the opportunity to participate in Chorus. All fifth graders continue to develop their keyboarding skills expanding their ability to read and write melodies on the treble clef. They use their expanding repertoire of music knowledge to develop and apply appropriate criteria to support their opinions about specific musical selections.
Music 1.1 Read, write, and perform simple melodic notation in treble clef in major & minor keys
Music 1.4 Analyze the use of music in elements in aural examples from various genres and cultures
Music 2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments
Music 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works

Orchestra, Chorus, Musical Theater
Further reinforcing STR, during the school day, various sections of the orchestra meet once per week for one-half hour. Approximately seventy students in Grades 3-5 play a variety of instruments including strings, winds and brass. After school, students in Grades 3-5 can participate in chorus and students in K-5 can sign-up for musical theater productions.
LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2013-2014
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

JULY JULIO

AUGUST AGOSTO

SEPTEMBER SEPTIEMBRE

OCTOBER OCTUBRE

NOVEMBER NOVIEMBRE

DECEMBER DICIEMBRE

JANUARY ENERO

FEBRUARY FEBRERO

MARCH MARZO

APRIL ABRIL

MAY MAYO

JUNE JUNIO

IMPORTANT DATES:

07-04-2013 Independence Day 11-11-2013 Veterans Day Observed 03-21-2014 Cesar E. Chavez
08-12-2013 Papel Free Day 11-28 & 11-29-2013 Thanksgiving Holiday 04-14 thru 04-18-2014 Birthday Observed
08-13-2013 First Day of Instruction 12-23-2013 thru 01-10-2014 Winter Recess 05-14 thru 05-18-2014 Spring Recess
08-30-2013 Admissions Day # 01-13-2014 Second Semester Begins 05-26-2014 Memorial Day
09-02-2013 Labor Day 01-20-2014 Dr. Martin L. King, Jr.'s Birthday 06-05-2014 Last Day of Instruction
09-03-2013 Unassigned Day 02-17-2014 Presidents’ Day

UA – Unassigned day, no classes in session

Attachment A
### REGULAR DAY BELL SCHEDULE

<table>
<thead>
<tr>
<th></th>
<th>Start of Class</th>
<th>Start of Recess</th>
<th>End of Recess</th>
<th>Start of Lunch</th>
<th>End of Lunch</th>
<th>Dismissal</th>
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<tbody>
<tr>
<td>All Day Kindergarten</td>
<td>8:00</td>
<td>10:10</td>
<td>10:30</td>
<td>11:40</td>
<td>12:20</td>
<td>2:22</td>
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<tr>
<td>Grades 1,2</td>
<td>8:10</td>
<td>10:10</td>
<td>10:30</td>
<td>12:00</td>
<td>12:40</td>
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<tr>
<td>Grades 3</td>
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<tr>
<td>Grades 4,5</td>
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<td>10:50</td>
<td>12:30</td>
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### BANKED DAY BELL SCHEDULE

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<th>Start of Class</th>
<th>Start of Recess</th>
<th>End of Recess</th>
<th>Start of Lunch</th>
<th>End of Lunch</th>
<th>Dismissal</th>
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</thead>
<tbody>
<tr>
<td>All Day Kindergarten</td>
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<tr>
<td>Grades 3</td>
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<tr>
<td>Grades 4,5</td>
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<td>10:30</td>
<td>10:50</td>
<td>12:30</td>
<td>1:10</td>
<td>1:32</td>
</tr>
</tbody>
</table>

### Typical Kindergarten Schedule

- **8:00-8:15**  Community Reading
- **8:15-8:20**  Morning Business (Flag Salute, Attendance, Patriotic Song)
- **8:20-8:40**  Calendar/Phonemic Awareness Activities
- **8:40-9:30**  Reading/Computer Lab
- **9:30-10:10**  Writing Activity
- **10:10-10:30**  Recess
- **10:30-11:00**  Math
- **11:00-11:40**  Social Studies/Visual & Performing Art
- **11:40-12:20**  Lunch Recess
- **12:20-12:40**  Rest/Quiet Time
- **12:40-1:20**  Suzuki Violin /Physical Education/Centers
- **1:20-2:00**  Science Lab/Physical Education
- **2:00-2:20**  Closing

### Typical 1st Grade Daily Schedule

- **8:10**  Opening (Roll, Flag Salute)
- **8:15-8:25**  Calendar/Phonemic Awareness Activities
- **8:30-9:00**  Language Arts (Dictation, Word Wall, Vocabulary)
- **9:00-10:10**  Reading Comprehension and Writing Skills
- **10:10-10:30**  Recess
- **10:30-11:00**  Math
- **11:00-11:30**  Centers/Individualized Instruction/Library
- **11:30-12:00**  Performing Arts/Suzuki Violin
- **12:00-12:40**  Lunch
- **12:40-1:15**  Social Science/Visual Arts/Computer Lab
- **1:15-2:20**  Science/Health/Physical Education
Typical 2nd-5th Grade Daily Schedule
8:10       Opening (Roll, Flag Salute)
8:15-8:25   Mental Math Activities
8:30-9:00   Language Arts (Blending, Dictation, Word Wall, Vocabulary)
9:00-10:10  Reading Comprehension, Skills, Fluency
10:10-10:30 Recess
10:30-11:00 Writer’s Workshop/Visual Arts
11:00-11:45 Math (Jiji Math in Computer Lab)/Keyboarding
11:45-12:30 Centers/Individualized Instruction/Library
12:30-1:10  Lunch
1:10-2:00   Social Science/Dance/Theatre
2:00-2:32   Science/Health/Physical Education

MEETING INDIVIDUAL NEEDS
Students Achieving Below Grade Level
Identification of students achieving below grade level will be identified using classroom and standardized assessments. Teachers will administer beginning of the year assessments such as DIBELS, assessments in adopted program materials, and anecdotal records/classroom observations. Students not achieving grade level standards will be closely monitored. Every six-eight weeks teachers and leadership team will review data and reflect on the effectiveness of the following intervention practices.

Sight Word Practice
Beginning in kindergarten, teachers have community reading time as part of the daily routine. Parents are encouraged to stay for the first 20 minutes of the day and read with their child. This activity builds student literacy skills and provides Read-Aloud models for parents. Teachers use leveled word lists to generate flash cards for individual students to practice at their individual pace. Teachers model reading strategies for individual parents and discuss the child’s reading development. Each child practices ten words from the list at a time. Once the words are mastered with fluency, additional words are added. Students practice in small group or one-to-one with parent volunteers, aides, or the teachers. The students review words previously learned and their progress is closely monitored and recorded.

Read Naturally and RAZZ Kids Intervention
For students who need additional guided practice, Colfax has two learning centers, an upper grade and lower grade, which serve our special needs and intervention students. Teachers and the Student Success Team refer students to the learning centers to participate in the Read Naturally Intervention Program. Small groups of students keep binders where they chart their words-per-minute fluency on a “cold read” of a passage that is at their instructional level. The students then use iPods to listen to the passage being read with correct pace, pronunciation, and intonation of the passage. Every student’s progress is monitored on a daily basis. Students are able to see the immediate result of their progress on the graphs where they chart the number of words they read per minute. The students are motivated by the graphs of their progress. The students set goals with the Resource Teacher and celebrate the progress they make as they advance to more challenging passages. Every six weeks, a district fluency assessment is administered and teachers
use these scores to plan curriculum and modify student placement in Read Naturally groups. Groups are fluid so that students can graduate out after meeting grade level benchmarks and move in when additional needs arise.

**English Learners**
As a District affiliated charter school, the Charter School shall implement the provisions of the District’s Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan. English Learners will be monitored with CEDLT, CSTs and classroom assessments which are aligned to the new English Learner Standards.

Colfax uses a variety of strategies to meet the needs of English Language Learners. The school has a variety or resources for students that enter the school with little of no English language. Students in the ELD 1-2 or in the “newcomer” category often will work in a small group to develop basic school vocabulary. They are also paired with responsible peer models to help navigate the playground and campus. Students in higher ELD levels are assigned to Razz Kids and read naturally which provide the students with auditory models of English and develops academic vocabulary.

**Socioeconomically Disadvantaged Students**- Students that qualify as low socioeconomic status are identified through the free and reduced meal program. Additional students who have economic needs are sometimes identified by teachers and the names are submitted to the office. Colfax provides a multitude of enrichment opportunities to broaden the experience of low socioeconomic status students through exposure to the Arts, field trips, working with animals in FARM Club, and through afterschool programs. Additional support and assistance is provided to identified families through the PTA. Low SES students who are also low achievers receive the supports described above.

**GATE Students**
Colfax Charter School will continue to use LAUSD’s GATE identification process and policy and reimburse the District for testing and processing on a fee-for service basis. If Colfax Charter Elementary students participate in the Saturday Conservatory of Fine Arts, the charter school will reimburse on a Fee For Service.

All second grade students take the OLSAT to determine if they meet the eligibility as GATE students. Students who meet the District eligibility as GATE, have the opportunity to participate in a variety of school sponsored programs such as: Science Olympiad, Geography Bee, Spelling Bee, Student Council, Farm Club, Conservation Crew, and Weather Wizards. Students are often pulled out of class to participate in these programs and are therefore required to maintain excellent academic grades to participate. The staff will implement Sandra Kaplan’s Depth and Complexity icons and strategies outlined in our District GATE plan to meet the needs of high achievers.
**Students with Disabilities**
The District shall continue to serve the needs of special education students enrolled in the affiliated Charter School in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

**Conversion Affiliated Charter**

1. **Charter School Special Education Responsibilities**

   a. **General Requirements**

   The Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). The Charter School will also ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status.

   The Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School.

   The Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

   The Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. The Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

   The Charter School shall keep daily attendance for each student that shall be reported and certified according to District policies and procedures.

   The Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review (“DVR”).

   The Charter School is responsible for the management of its, personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.
The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b. Transferring Students

For students transferring to the Charter School from other school districts, District-operated schools or District affiliated charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA, or private). Charter School will ensure that IEP meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law if there is a change in the supports and services set forth in the transfer student’s IEP.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RTI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a Charter school student’s needs may not be provided at the Charter School, Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the Charter School shall have the authority to make
offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the Charter School pursuant to an IEP.

e. **Least Restrictive Environment**
The Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. **Staffing Requirements**
The Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. **Student Discipline/Inclusion**
The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District’s Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District’s Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

2. **Procedural Safeguards/Due Process Hearings**
The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints
The District will investigate and respond to all special education complaints the District receives pertaining to the Charter Schools including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education
The Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for charter school students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. The Charter School will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to Charter School Special Education Program
As long as Charter Schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

*Modified Consent Decree Requirements -
All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software
system used for online IEPs and tracking of related services provided to students during the course of their education.

The MCD requires charter schools to implement the District’s Integrated Student Information System (“ISIS”). ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSD.MAX.

**Professional Development**

**I. Language Arts**
Teachers will participate in common core professional development

**II. Singapore Math**
Teachers will participate in professional development activities which emphasize the development of strong number sense, excellent mental math skills, and deepen the understanding of place value. Teachers will learn to teach model drawing with an emphasis on the concept of part-whole, number bonds, ten frames, and place value charts. Teachers will learn to develop math lesson which emphasize mathematical problem solving. Teacher will align instruction to the common core standards.

**III. Depth and Complexity Icons**
Teachers will learn how to incorporate the depth and complexity icons across the disciplines in order to give students thinking strategies, tools, and to deepen understanding of core materials. Teachers will participate in professional development activities that address the following questions
What is the relationship between GATE Standards and the newly defined Common Core Standards?
How can teachers meet grade and subject student achievement expectations and still respond to individual gifts and talents of students?
How can teachers differentiate to meet the diverse academic, linguistic, economic, and cultural needs of students and still comply with district and state expectations for all students?

**IV. Technology**
Colfax Charter will continue to participate in professional development activities to integrate technology into the core instructional program. Teachers will develop word processing, presentation software, databases, and multimedia projects skills

**V. Educator Growth and Development**

Colfax Affiliated Charter will follow all District ongoing professional development related to Common Core, Teaching and Learning Framework, English Learners and other trainings relevant or required by any School District.
Element 2 – Measurable Pupil Outcomes

As a District affiliated charter school, the charter school has opted to test with the District and adhere to District Testing calendars and procedures for all District and state mandated Assessments. Colfax Charter Elementary will work toward meeting the student outcome goals as outlined on the LAUSD’s Performance Meter.

Colfax Charter assumes responsibility for all cost related to all school assessments that are alternatives to the LAUSD Periodic Assessments. Colfax will continue to implement the periodic assessments three times a year.

Periodic Assessments

The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD’s Performance Meter.”

Colfax students will take diagnostic assessments at the beginning of the year and summative assessments at the end of each unit of study. Students will also take periodic assessments on an ongoing basis, the District LPA three times a year and Math periodic assessments.

Student CST or Balanced Consortium Outcomes for the end of the charter term:
- The school’s overall API of 935 and subgroups will be at or above 900
- 89% (or more) of students will score proficient or advanced in English Language Arts (ELA)
- Fewer than 3% of students will score in the below basic or far below basic range in ELA
- 87% (or more) of students in third grade will score proficient or advanced in ELA
- 86% or more of English Learners will acquire English Proficiency (AMAO1)
- 92% or more of all students will score proficient or advanced in Math on CSTs
- Fewer than 2% of students will score in the below basic or far below basic range on CSTs
- 100% of students in 2nd-5th grade will achieve 80 percent complete or more on ST Math JiJi Program before CST assessment is administered
- 88% of fourth and fifth grade students will score proficient on the CST science test
- 86% of students with Mild to Moderate Disabilities participating in the General Education program at least 75% of the instructional day
- 85% percent of students will have 96% or higher attendance
- 15% of students will be identified as GATE
- At least 80% of students will earn a score of proficient on their participation in a GREEN project as determined by a teacher created rubric
- At least 90% of students will participate in a visual or performing art
- 80% of students will demonstrate proficiency on a grade level technology project
Element 3 – Means to Assess Pupil Progress

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Colfax Charter Elementary will complete State tests with the District and adhere to District testing calendars and procedures for all state mandated assessments.

On an ongoing basis teachers review DIBELS, Language Arts Periodic Assessment (LPA) and Treasures assessment results to determine if students are making progress in phonemic awareness, phonics, reading fluency and language development. Teachers meet weekly to discuss implementation of the reading program components, appropriate homework for repeated practice, and to monitor interventions.

Colfax faculty and staff will use a variety of assessment tools including: District LPA, DIBELS Assessment, Treasures Program Assessments, Read Naturally and Razz Kids program progress to monitor students’ progress toward achieving proficiency in CST and State Common Core standards. Colfax faculty and staff will use District Math Periodic Assessments, ST Math Progress Reports, Envision Math Program Assessments, and Singapore Math Assessment Activities to monitor students’ progress toward achieving proficiency in CST and State Common Core standards.

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, home work, teacher-devised tests, teacher observations, checklists, anecdotal records, Publisher provided criterion referenced tests, and projects. Also known as performance assessments, they allow for meaningful application of essential knowledge and skills. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction. Grade level teams will develop project based assessments for the GREEN program, technology, and for Arts participation for implementation in year two of the charter term.

**Authentic Assessments:** Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, learning contracts. Colfax Faculty and staff will use Foss Assessments and District assessment to monitor students’ progress toward achieving proficiency in Science CST and State Common Core standards. Additionally, students will be assessed using criteria charts and rubrics to measure their ability to complete Technology, Social Studies, and Science projects. Students will also engage in cooperative learning activities, such as service learning, gardening, recycling, and composting. Teachers will use criteria charts and anecdotal records to determine student’s progress.

**Standardized Assessments and how data will be used:** California Standards Test (CST), Smarter Balance Consortium, California English Development Test (CELDT), Treasures Reading Assessments/Fluency, District Quarterly Math Assessments, and District Science
Assessments for Grades four and five.

**State Mandated Testing**
Colfax Charter will follow District required testing calendars and procedures through the use of all state mandated assessments.

**How Data Will be Used**
Data-based decision making will be used to monitor the effectiveness of the core program, interventions and student progress. Some examples include but are not limited to:

- Data from combined assessments is evaluated quarterly by teachers and administration, as it becomes available, in order to meet each student’s educational needs. Data is also used identify and prioritize professional development priorities;
- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year;
- School wide data is also shared in a public forum at monthly Local School Leadership Council meetings, when it’s available, in order to discuss upcoming program development and intervention priorities; and Core K12 may be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instantaneous access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner.

**Report Cards**
Colfax Charter Faculty will use the proficient levels of the District and State Standards are summarized on the Progress Report. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers’ daily work assignments. Students earn a “4” for Advanced Proficient Levels; “3” for Benchmark Proficient Levels; “2” for Partial Proficient Levels; and “1” for Not Proficient Levels.

Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade-level by regular student assessments aligned to the school’s curricular standards as appropriate for each grade-level and content area. Student progress toward achieving the school’s desired grade-level standards will be communicated to students’ parents by providing immediate feedback on class assignments, homework assignments, and by means of the 5-week Below Proficient Parent Reports, Progress Report and regular conferences with the student’s teachers.
Element 4 – Governance

Colfax Charter is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Colfax Charter. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Colfax Charter changes from affiliated charter status to independent charter status, Colfax Charter and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Colfax Charter changes its status to an independent charter school, Colfax Charter shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

The Colfax Local School Leadership Council shall be the chief school site level decision-making body for Colfax Charter Elementary.

Colfax Charter Elementary will comply with the Brown Act and other laws governing public meetings. Members of the Colfax Charter’s governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single non-voting representative to the Charter School Governing Council.

Governance Council

Members of the Governance Council shall serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The council will consist of 12 members. The voting members of the LSLC shall include representatives from the school’s constituencies as follows:

Six staff members and 2 alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:

5 Teachers
UTLA Chapter Chair

Six other members, which will include:
The principal
1 Classified Representative (to be elected by classified staff)
4 At-large Parent Representatives who shall be elected from and by parents whose children are enrolled in the school.

Alternates shall be selected pursuant to paragraph 2.3 of article XXVII of the UTLA Bargaining
Agreement.

The Colfax Local School Leadership Council shall implement its autonomies in compliance with collective bargaining agreements, laws, regulations, Board Rules, District Policies, and Affiliated bulletin 5439 for site level decision making regarding: School site Budgeting, Class Size Reduction, Instruction, Curriculum, and Assessments, Professional Development, Class Scheduling, Enrollment Processes and school site specific policies, Discipline, Charter Revision, Dispute Resolution, Appointment of School Representatives to External Organizations, and interactions with the LAUSD. The Colfax Local School Leadership Council will also oversee management and utilization of facilities and maintenance, with the understanding that the ultimate responsibility for and authority over the site belongs to LAUSD.

Any amendments to the Colfax Charter School Site Governance Bylaws that affect or impact the governance/operation of the school must be approved through the District’s petition amendment process.

Meeting Schedule and Decision-Making Process

Meeting Schedule: The Colfax Charter Local School Leadership Council holds regular meetings once a month during the school year, with additional meetings scheduled as necessary. All meetings are open to the public. As a 12 member council, 7 voting members constitutes a quorum.

Decision-Making Process: Every effort will be made to make decision by the general consensus of those Council members (with voting privileges) in attendance. If a full consensus is not possible, the Chairperson shall decide whether to table the issue until the next meeting, send the matter to a committee for further evaluation and advice, or decide the issue by formal vote. In the event the vote on any action to be taken by the Council results in a deadlock, the item shall be tabled to the next regularly scheduled meeting or a specially called meeting, at which time any council members who did not attend the prior meeting and vote will cast a vote. Only if consensus cannot be reached shall decisions on the matters set forth in Section 2.4b be made by majority vote. In order to be resolved by vote at the meeting in the event consensus fails, the meeting agenda (see Section 2.6 below) must have identified the proposed action with sufficient particularity that the Council members could have, prior to the meeting, meaningfully consulted with all interested parties with respect to the specific action under consideration, as provided in Section 2.4 above. The vote required shall be a majority of those committee members present at the meeting.

Election, Terms and Responsibilities

Terms of Service: Local School Leadership Council members, elected by their respective stakeholder groups, will serve two-year terms. There shall also be two classroom teacher alternates and two parent/community alternates. Alternates are encouraged to attend all meetings of the Council, but shall have no voting rights except as otherwise stated in the collective bargaining agreement. Representatives of the Community School Bilingual Advisory Council (ELAC) and the Compensatory Education Advisory Committee (CEAC) are encouraged to participate in the Council meetings in a non-voting ex officio capacity. One half of the parent/community Council members are elected annually, before the first PTA/PACE meeting in
the fall of each year. Public notice will be provided at least ten school days prior to such meetings.

Candidates for Parent/Community membership may be nominated for election by self or by another parent. Nomination forms shall be available to parents in the school office and are included in the opening school packet. Candidates must be present at the election meeting and voting is by secret ballot. Council members serve two year-terms with no term limits. Resignations will be accepted only upon written notice to the Chairperson. Vacancies on the Colfax Council shall be filled immediately by promoting alternate representatives to the status of full voting members and then by special elections as may be necessary. Teacher representatives will be elected at a faculty meeting held prior to the parent election. Classified representatives will be elected by ballot by the classified staff.

**Officers of the Council:** All officers shall be elected at the first fall meeting of the Council. New officers shall assume their duties at the completion of the election. Should an officer resign before new elections are held, the Chairperson shall appoint a member in accordance with the collective bargaining agreement to assume the office until the next regular meeting when the vacancy should be filled. Responsibilities of the Officers: It shall be the duty of the Chairperson to preside at all meetings. In the event of the absence or disability of the Chairperson, the Vice-Chairperson shall assume the duties of the Chairperson. Should both senior officers be unavailable, the Secretary shall preside. The Secretary shall keep the minutes of all meetings. The Secretary shall provide these minutes to the Principal who will make copies available to all stakeholders.

**Responsibilities of Council members:** It shall be the duty of all Council members to attend all meetings or inform the alternate when it is impossible to attend in person. The alternate shall have full voting privileges when sitting as a member of the Council. It shall also be the duty of all Council members to report and get feedback from stakeholders they represent.

**Scope of Authority -**The Council’s authority extends to:

- Establish budgets for categorical funds
- Facilitate, implement, and evaluate school programs
- Promote cooperation and communication between stakeholders
- Address the educational needs of students and the school
- Update and evaluate the Single School Plan for Student Achievement
- Operate monitor and evaluate the staff selection process in accordance with district policy
- Schedule school activities and events
- Authorize and implementing guidelines for the use of school equipment and facilities
- Implement, monitor, and evaluate student discipline guidelines and student conduct
- Establishing a School Based Budget consistent with the Education Code and modifications as deemed necessary
- Take other actions as required by the Education Code and the District’s governing body

**The Role of Committees:** The Council may, to the extent it deems necessary, appropriate, or desirable, maintain various Standing Committees (e.g. Budget and Finance, School
Standing Committees shall serve throughout an entire election year.

Ad Hoc Committees may be formed and abolished on an as needed basis. Emergency Committees may be formed to convene between meetings of the Council to advise the Council on important matters requiring immediate action. The Colfax Council shall assure that each standing committee has a chair or co-chairs who will staff the committee, organize meetings, and report as the Council as necessary. The purpose of any advisory committee shall be to research, evaluate and make recommendations regarding any issues or matters the committee has been delegated by the Council.

Committee Selection: Unless determined otherwise by the Council, committee chairs and members shall be appointed by the Council Chairperson, or by the Chairperson in conjunction with the Council, with due consideration being given to those persons who volunteer for such positions. The Colfax Council Chairperson shall fill a vacancy on a committee upon appointment, unless such responsibility is delegated to the committee chair. Multiple candidates who are interested or nominated for the same committee position may, at the Council’s discretion, be decided by a majority vote of the Council.

Decision-Making Process: Decisions will be made by general consensus of those Council members (with voting privileges) in attendance. If a full consensus is not possible, the Chairperson shall decide whether to table the issue until the next meeting, send the matter to a committee for further evaluation and advice, or decide the issue by formal vote. Only if consensus cannot be reached shall decisions on the matters set forth in Section 2.4b be made by majority vote. In order to be resolved by vote at the meeting in the event consensus fails, the meeting agenda (see Section 2.6 below) must have identified the proposed action with sufficient particularity that the Council members could have, prior to the meeting, meaningfully consulted with all interested parties with respect to the specific action under consideration, as provided in Section 2.4 above. The vote required shall be a majority of those committee members present at the meeting. With respect to procedures governing voting matters, Robert's Rules of Order shall be applicable to issues not addressed herein. The site administrator shall ensure that all policy decisions of the Local School Leadership Council are reduced to writing and communicated to all staff and school community.

The Staff Selection Committee: The Staff Selection Committee of the Colfax Charter Elementary Council has the responsibility to select new staff to fill all vacant teaching, coordinator, Principal, Assistant Principal, and Instructional Specialist positions at Colfax Charter Elementary. If the Principal determines there is a vacancy or other need to hire additional staffing at the school site, a Staff Selection Committee shall be created in accordance with Personnel Commission and Human Resources policies. The committee shall be comprised of the Principal and an equal number of School Staff and Parent/Community members, preferably at least two. The Committee will strive to reach consensus, if not possible, a majority vote will rule. (see Element 5 regarding Administrative Staff Selection)

The Budget and Finance Committee: In collaboration with the principal, this committee reviews budget allocations and prioritizes budget items.
The Curriculum Committee: This committee examines and researches resources that impact the curriculum, makes recommendations on professional development, and reviews curriculum materials.

School Beautification: This committee evaluates the school grounds to make recommendations on how the school can improve and beautify the overall grounds, i.e. murals, improve school appearance.

Safety and Facilities: This committee reviews and implements the school’s Safe Schools Plan, and reviews programs related to student safety, positive behavior support, etc.

Technology: This committee evaluates the school’s technology needs, examines how to maintain the school’s technology, and projects the school’s technology needs for the future.

Community Engagement: Notices, agendas and minutes: Notice of regular meetings shall be given at least seventy-two hours prior to the meeting. Notice of special meetings shall be given at least twenty-four hours prior to the meeting. Notice of regular and special meetings, along with the meeting agenda, will be posted in the main office and, at the Council’s discretion, other publicly accessible locations on the school site (e.g. parent center, main entrance, etc.). At regular meetings, the agenda shall include an “open agenda” item at which time Council members and the public may address the Council on any topic within the jurisdiction of the Council. However Council members cannot act on any item at a regular meeting not specifically described in the posted agenda except as set forth in Government Code Section 54954.2(b) of The Brown Act. At special meetings, only those matters specifically noticed shall be discussed or considered. Minutes of Colfax Council meetings will be available to all stakeholders of the Colfax Charter. Printed copies will be available in the main office and can be supplied upon request. Colfax Charter maintains a website that has updated calendars and information about the school and its activities.

English Learner Advisory Committee: (ELAC) The major function of the ELAC is to advise and make recommendations in writing to the principal and Local School Leadership Council on the implementation and evaluation of the school’s Master Plan programs and services for English Learners. Members are elected to ELAC by the parents and/or guardians of English Learners students following District procedures (Board Rule 1370).

Compensatory Education Advisory Committee (CEAC): This committee of staff and parents is responsible for advising and making recommendations in writing to the principal and the Local School Leadership Council on the development of an effective educational program and plan that raises achievement of disadvantaged students. Members are elected by to CEAC by the parents and/or guardians of the appropriate stakeholder group per District (Board 1370) rules. The Committee shall also participate in the following:

- Assessment of educational needs
- Establishment of priorities
- Planning of educational program and budget resources
**Grievance Procedure for Parents and Students**

As a District affiliated charter, Colfax Charter Elementary shall comply with District’s Grievance policy and procedure for Parents and Students.

*LAUSD Charter Policy*

Colfax Charter Elementary will comply with the District policy related to Charter Schools including the Affiliated Charter Schools bulletin (BUL -5439.0) as it may be changed from time to time.

*Responding to Inquiries*

Colfax Charter Elementary shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Colfax Charter Elementary acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, the District receives fraud or abuse related to the Charter School operations, is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

*Notifications*

Notification is to be made to the Educational Service Center and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Colfax Charter Elementary.
Element 5 – Employee Qualifications
Colfax Charter Elementary believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel
Colfax Charter Elementary shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

Certificated Personnel
Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Colfax Charter Elementary will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Colfax Charter Elementary campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

As a District Affiliated Charter School, Certificated Human Resources will process all employment, monitoring of credentials and assignments on an annual basis.

Staff Selection
Administrative Staff Member(s) shall be selected as follows: Colfax Charter Elementary School shall adhere to all applicable court mandates and state and federal laws in effect at the time of such selection. The position of Principal, Assistant Principal, and Instructional Specialist are critical positions to fulfill the execution of Colfax Charter Elementary School’s Mission and Vision and, therefore, must be filled in conjunction with the utmost consideration by the Local School Leadership Council in coordination with its Staff Selection Committee. Credentialed administrators (regardless of whether provided through an LAUSD applicant pool, contained on an LAUSD approved-selection listing, or from outside the District) who are interested in filling an open position at Colfax Charter Elementary School shall be eligible to apply for such positions. Colfax’s Local School Leadership Council/Staff Selection Committee shall ensure that the selection process abides by all LAUSD policies including reemployment lists, collective bargaining agreements and the Education Code and is subject to District decisions regarding
reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

Application(s) shall include, among other materials, a resume and three (3) letters of recommendation from the most recent former employers or other references. At least one (1) such letter of recommendation shall be from a parent within the community in which the applicant currently is (or most recently was) employed. The Staff Selection Committee will interview applicant(s) who have satisfied Colfax Charter Elementary School’s initial selection criteria. The Staff Selection Committee members will prepare questions specifically directed to the applicant’s understanding, knowledge and past performance aligned to the practices indicated in the administrative criteria. The Local School Leadership Council, based on the recommendation of the Staff Selection Committee, shall be authorized to determine the selection of the candidate to be recommended to the Superintendent.

Once a candidate has been selected by the Local School Leadership Council, Colfax shall submit the candidate’s name to LAUSD’s Human Resources for all required hiring/selection procedures, including but not limited to DOJ clearance, employment background checks, and verification of credentials. An offer of employment will be contingent upon completion of all hiring/selection procedures and requirements. With respect to selection of the Principal, the Staff Selection Committee shall include a District representative beyond the Principal appointed by the District. The candidate selected to be Principal by the Local Leadership Council shall be subject to the approval of the Superintendent. In addition, Principal removals or reassignments remain within the authority of the Superintendent and District. LAUSD shall effectuate such hiring/selection of all Administrative Staff Members in a timely manner, contingent upon completion of all hiring/selection clearances and requirements, so that such selected applicant(s) are able to commence services at Colfax Charter Elementary School in fulfillment of Colfax Charter Elementary School’s administrative needs.

**Classified Personnel**

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Colfax Charter will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Colfax Charter Elementary, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Colfax Charter Elementary will have autonomy in assigning positions to specific working basis.

When the paraprofessional is selected, he/she must be processed through LAUSD. Duties and Responsibilities are the job descriptions established by the Personnel Commission:
2. Payroll: LAUSD will continue to provide payroll services for all certificated personnel, and for all Classified Staff.

The contractual agreement referred to above and other items related to teachers, can only be changed through the waiver process, which must be initiated by 2/3 vote of Colfax Charter Elementary teachers who are affiliates of UTLA/LAUSD.

3. Employee Calendar: We will follow District/UTLA/AALa single-track school year calendar but reserve the right to request a waiver as agreed upon by our Local School Leadership Council.

**Professional Development**
In addition to any District-mandated professional development, Colfax Charter Elementary shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Colfax Charter Elementary will, in turn, be funded by the District consistent with its practice for other District schools.
Element 6 – Health and Safety
As an affiliated charter school, Colfax Charter Elementary will adhere to District’s Health, Safety and Emergency Plans. Colfax Charter Elementary will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures. As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, Colfax Charter Elementary will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

Colfax Charter Elementary will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. Colfax Charter Elementary shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter School shall comply with LAUSD policy on Employee–to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

In the event that Colfax Charter Elementary changes its status to independent charter school during the term of this Charter, Colfax Charter Elementary shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

School Safety Procedures:
Examples of how Colfax Charter will ensure the health and safety of all students and staff, include but are not limited to:
- Ensure that certificated personnel supervise students all times in the classrooms.
- Conduct monthly fire drills.
- Conduct periodic earthquake/natural disaster and other emergency drills
- Require all students, employees and volunteers to adhere to the state and county immunization and health procedures
- Implement such systems and procedures as appropriate to prevent violence, vandalism, graffiti, litter and other conditions which detract from a sound learning environment
- Include in the curriculum such health and safety information as deemed appropriate

Child-abuse reporters: Colfax Charter Elementary will continue to follow all LAUSD policies and procedures in child-abuse and neglect reporting. In accordance with state law, all staff (as mandated reporters of child abuse) sign and review reporting procedures twice annually.

Ethics: All staff will also be required to be trained in the LAUSD Employee Code of Ethics.

Tuberculosis requirements: Each school employee must furnish the District with a clearance for tuberculosis, as well as criminal record summary as described in Education Code 44237.
Our school’s Safety Committee reviewed the District’s “Essential Safety Standards Checklist” and developed a plan for school-level implementation which conforms to the District’s plan. Our school has consistently met the standards set forth by the District. In addition, we monitor these standards as our environment changes, as in the case of our new Playground Equipment. The Safety Committee surveyed the newly installed equipment and with teacher input created new rules for safe play and use. On the first day of school, these rules were taught, demonstrated and closely monitored by all staff. We have successfully implemented our new playground equipment. There are systematic emergency procedures in place to respond to earthquakes and other emergencies. Twice a year the student body and staff simulate an earthquake disaster to test our preparedness. All staff members have been trained in search and rescue, and most in CPR. Many have also been trained in first-aid. There are procedures in place in anticipation of safety and security problems, including a school-wide intercom system, walkie-talkies, which provide contact between yard, office and security personnel of adjoining schools.

Our campus is drug, smoke and alcohol-free. This “no use” message is modeled by staff and taught through various instructional programs. The Health Education Program (HEP) provides education for students in all grades on the effects of Drugs, Alcohol and Tobacco. Students participate in Red Ribbon Week, Great American Smoke Out, and other national educational events. Materials used include “Too Good For Drugs,” and “Second Step.” There have never been recorded incidents of Colfax students’ involvement in drug, tobacco, or alcohol use. We ensure that our facilities are safe, in accordance with California and LAUSD’s safety plan, by using site-based and District Maintenance and Facilities staff. We also work with the Los Angeles Police Department and LAUSD school police on school safety issues. It is the responsibility of District personnel, and school personnel as appropriate, to ensure that school auxiliary services are safe. During the summer of 2003, BB Funds were used to update our school safety by installing phones in each classroom to enhance communication, fire alarms, and an upgraded electrical system. A new heating and air conditioning system was installed to replace the old heating system. All improvements were completed in accordance with the Los Angeles County Building and Safety and District codes.

Insurance

Coverage shall be provided to the affiliated Colfax Charter Elementary by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the Colfax Charter Elementary from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

The Colfax Charter Elementary, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.
Element 7 – Means to Achieve Racial & Ethnic Balance

*Court-ordered Integration*

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Upon request by the District, the Charter School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio.

Colfax Charter Elementary shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

The District and Colfax Charter Elementary are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

**Federal Compliance**

As part of Los Angeles Unified School District which is a recipient of federal funds, Colfax Charter Elementary has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.
Element 8 – Admission Requirements

Over the last ten years, the number of children enrolling from our District-defined boundaries has increased to the point where the school has reached operating capacity of 658 students. In collaboration with the LAUSD School Management Branch, the overflow students are bussed to Riverside Drive Charter Elementary, a school with available classrooms. During the 2011-12 and 2012-13 school years Colfax students were bussed to Riverside Drive.

In order to reserve seats for resident pupils, as agreed upon with the LAUSD School Management Services office, Colfax will retain 3-5% of available seats, at the beginning of each school year, for students who reside within their attendance area. School Management Services will calculate the operating capacity for Colfax. The operating capacity will be recalculated annually through the Capacity Assessment Roadshow which is held in September. The number of seats to be held will be determined in collaboration with the District.

Colfax Charter Elementary shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, Charter School must admit students who reside in the attendance boundary of the school as established by the District hereafter referred to as “resident students”). (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. (Education Code section 47605(f)). If Charter School reaches its school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students shall have preference so as to be exempt from the lottery. Currently enrolled students (regardless of residence) shall also have preference so as to be exempt from the lottery.

The lottery shall provide preference for students residing in LAUSD boundaries, but not residing within the attendance area of the charter school.

Students not selected through the lottery process will be waitlisted until a seat becomes available. This waitlist is effective for one year.

In the event that Charter School reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If Charter School determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

Student enrollment for the upcoming school year will begin after the spring prospective parent tour in February. Applications will be made available on that day to all families living within the set Colfax boundaries. On a scheduled “Enrollment Day” no sooner than six weeks after applications are available, the applications will be processed on a first come first served basis (Usually in April). Only completed applications will be accepted. If a student attended Riverside
Drive Charter as part of the district’s CAP program the previous school year, that student will be enrolled before Enrollment Day if the family wishes to return to Colfax and provided that they still live in Colfax’s attendance boundary. Attendance boundary siblings of students currently attending Colfax will also be enrolled before Enrollment Day.

Lottery Procedures
Lottery forms for non attendance boundary students will be available in February and accepted through the month of April. If the number of lottery form applications exceeds the available seats, a public random lottery drawing will be held in May. At the time of application for the lottery, the rules will be communicated in written form to all families applying. An administrator, a parent and a teacher representative of the Local School Leadership Council will be present to monitor lottery procedures to ensure that they are properly executed. The lottery will be held in May in order to establish a wait list. The lottery will occur on the school campus and all parents whose children are entered in the lottery will be encouraged to attend. Every name of a child applying at the grade level will be drawn to establish a priority list, but only those children whose priority numbers fit within the existing number of openings will be offered admittance at the time of the drawing. Those students selected in the lottery will be notified by phone and U.S. mail within twenty-four hours of the offer of admission and must accept within one week of receiving the notification to secure a spot at the school.

Colfax Charter School will retain the records pertaining to the lottery, including all lottery applications, meeting notices, priority list according to the order in which names were drawn, and notifications of acceptance from the waiting list, for five years from the date of the lottery.

By approximately the end of January of each academic year, Colfax Charter School will produce and make available to the public (at the Colfax Charter School office) an application to enter the above-described lottery. The lottery application will include a deadline date – approximately one week prior to the actual scheduled lottery date – by when the completed application must be received at the Colfax Charter School office. Lottery applicants are encouraged strongly to hand-deliver their completed applications to such office during its normal business hours (7:30 a.m. – 4:30 p.m., Monday-Friday); Colfax Charter School cannot and will not be responsible for any lost, delayed, misdirected, mutilated, indecipherable or illegible lottery applications, regardless of whether caused by the reason of a force majored event, the conduct of any Colfax Charter personnel or the conduct of the U.S. Postal Service or any other third party.

Fully completed, timely received and cross-checked (i.e. to ensure compliance with the first bullet point in this subsection) lottery applications will be divided into 2 groups: one for students residing in LAUSD and one for students residing elsewhere within the State of California. Within each of these groups, the students will be subdivided by the grade that they will be entering during the ensuing academic year. On the date of the lottery at Colfax Charter School, a minimum of three persons – a school administrator, a parent and a teacher from the Local School Leadership Council– will conduct and supervise the random drawing of names, in accordance with the following procedure:

a. First, all the names from each grade level in Group No. 1 will be drawn randomly and placed in order of drawing on the appropriate grade level list (e.g. the first name drawn of an
entering kindergarten student will be No. 1 on the kindergarten lottery list; the second name
drawn of an entering kindergarten student will be No. 2 on the kindergarten lottery list; the first
name drawn on an entering first grade student will be No. 1 on the first grade lottery list: etc.);
b. Secondly, all of the names from each grade level in Group 2 will be drawn randomly and
placed next, in order of drawing, on the same grade level lists set forth in subsection (a) above
(e.g. if five names from Group No. 1 have been placed on the kindergarten lottery list, then the
first name drawn of an entering kindergarten student from Group No. 2 will be No. 6 on the
kindergarten lottery list; etc.);

Family members of students who are participating in the lottery shall be permitted to observe the
lottery in person. During the first week of the opening of the school year, for Colfax Charter
School a representative of the administration of Colfax charter School will notify (by means of
regular mail, e-mail or telephone, at the sole election of Colfax Charter Elementary School, the
family of each lottery applicant whether Colfax Charter is able to offer that particular applicant
admission as a student during the ensuing academic year. The number of lottery applicants to be
offered such admission at Colfax Charter School shall be based upon Colfax Charter School’s
enrollment projections for the ensuing academic year. For example, If Colfax Charter has
determined that there are six slots available at the kindergarten level for the ensuing academic
year, then Colfax Charter School will notify the families of No.’s 1 through 6 that their children
are being offered admission at Colfax Charter for the fall. In such initial notification, the Colfax
Charter School administration representative shall advise the family of each such admitted
student as to (a) the date by when such family must accept Colfax Charter School’s offer of
admission to the family’s child and (b) the date that the enrollment forms must be completed and
returned to Colfax Charter School in order for the family’s acceptance of such admission offer to
be deemed effective.

The remaining lottery applicants who are not offered admission in the notification described in
the immediately preceding bullet point will be placed on a waiting list for each of their respective
grade levels (i.e., in the order in which their names were drawn at the lottery). To the extent that
(1) a lottery applicant(s) declines an offer of admission at Colfax Charter and/or (2) a new
classroom space(s) opens up at a particular grade level (s) for the ensuing academic year,
additional lottery applicants may be offered admission at Colfax Charter School.

Colfax Charter Elementary School reserves the right, to refine lottery policies and
procedures in accordance with a written policy adopted by the governing authority of the
school. A copy of the revised policy, designed to improve the schools lottery efforts, shall
be provided to the District within 45 calendar days of approval by the Local School
Leadership Council and prior to the enrollment period of the year in which the revised
lottery policy will be implemented. A revision of the lottery procedure is deemed grounds
for material revision of the charter and must be submitted for approval by the District.

**McKinney-Vento Homeless Assistance Act**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance
Act and ensure that each child of a homeless individual and each homeless youth has equal
access to the same free, appropriate public education as provided to other children and youths.
**Element 9 – Annual Financial Audits**

The LAUSD Board of Education is the Governing Board of the school and has ultimate fiscal responsibility. Colfax Charter Elementary will continue to follow all fiscal District polices and receive support, financial planning, budgeting, management, and auditing from the Educational Service Center-Fiscal Services Division.

**Element 10 – Suspensions and Expulsions**

Ethics and character education are an integral part of the instructional program at Colfax Charter Elementary. The school incorporates Second Step to strengthen our students’ understanding of making positive choices for themselves and others. The faculty and staff have been trained in, and implement the BEST (Building Effective Schools Together) program. Students and their parents sign and agree to the behavior code annually that is reviewed regularly by the school site governance council. The concerns of students and parents who might refuse to sign the behavior code agreement are addressed on an individual basis in a conference with the principal.

School Discipline Colfax Charter Elementary has high expectations for positive student behavior and takes a proactive approach to ensure that all students are provided a safe and orderly environment. Our ability to do this comes from our cooperative approach with students, parents, teachers and our support staff. Our school-wide behavior expectations and discipline program, Building Effective Schools Together (BEST), defines expectations for student behavior in a clear and concise manner. Rules of conduct are sent home with each child on the first day of school. Parents and children sign a contract stating that they will agree to follow the school rules of conduct. All school personnel consistently enforce these rules. Within each classroom, students and teacher cooperatively develop classroom norms. This allows all children to be a part of the process and thus take more ownership for their behavior.

Teachers continue to provide their individual methods of positive discipline, such as table points, team points, and student recognition. There is a no-tolerance rule in place regarding physical violence and sexual or racial harassment. If a child violates this rule the student is referred to the office for guidance and a phone call home. An administrator or teacher conferences with the student and investigates the incident. An effort is made to resolve underlying causes of conflict so that the issues are not reoccurring. Students that have challenges following these rules are referred to the SST or counseling as appropriate (See Element 10).

Positive student behavior is recognized in the classroom and school wide through praise, rewards, special activities, recognition at weekly school-wide assemblies, certificates, home calls and notes to parents. School-wide norms have been developed by stakeholders to insure respectful treatment of all persons in the school. Norms are posted in every room and apply to all stakeholders, parents, teachers, students and staff.

As part of the discipline plan, students are instructed on the parameters for appropriate behavior in whole school assemblies and within individual classrooms. Instructional aides and staff use “Behavior Slips” to identify students who engage in unsafe and inappropriate activities outside
the classroom. This slip is a written record that is used to collect data and identify broader issues that may need to be addressed.

Students with repeated behavioral issues will meet with the principal or an administrative designee to discuss the incident and develop a compact for positively resolving conflict. The parent will be included in the positive behavior compact. If a child continues to exhibit behavioral misconduct, a referral to the SST or additional conferences will be held to address incidents until the student is able to successfully resolve conflicts.

As an affiliated charter school of the Los Angeles Unified School District, Colfax Charter Elementary will follow all discipline proceedings established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation and services as required by law.

Colfax Charter Elementary shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Colfax Charter Elementary shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Charter School shall also comply with the District’s Discipline Foundation policy.

**Outcome Data**
Colfax Charter Elementary shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

**Readmission**
Colfax Charter Elementary shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission.

**Special Education Students**
In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan,
the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement 504?

**Gun Free Schools Act**  
The Charter School shall comply with the federal Gun Free Schools Act.
Element 11 – Employee Benefits

Employees of the Colfax Charter Elementary will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

Element 12 – Attendance Alternatives

Pupils who choose not to attend Colfax Charter Elementary may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

*Element 13 – Rights of District Employees

As an affiliated charter school, all administrators, faculty and staff of the Colfax Charter Elementary are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

*Element 14 – Mandatory Dispute Resolution

The staff of Colfax Charter Elementary and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Colfax Charter Elementary, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Colfax Charter Elementary shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:
To Charter School:                      Colfax Charter Elementary  
c/o Susana Gomez-Judkins, Principal  
11724 Addison Street  
Valley Village, CA 91607

To Charter Schools Division:          Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent’s designee.
Element 15 – Exclusive Public School Employer

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Colfax Charter Elementary for the purposes of the Educational Employee Relations Act (EERA).

Element 16 – Charter School Closure

Colfax Charter Elementary reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if Colfax Charter Elementary commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Colfax Charter Elementary if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Colfax Charter Elementary committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Colfax Charter Elementary failed to meet or pursue any of the pupil outcomes identified in the charter.
- Colfax Charter Elementary failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Colfax Charter Elementary violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Colfax Charter Elementary in writing of the specific violation, and give the Colfax Charter Elementary a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

*Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School’s site-based governance informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School’s site-based governance votes to revert to non-charter status, the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Charter Schools Division will notify the California Department of Education that Colfax Charter Elementary has closed and the effective date.

3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.

4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.

5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.

6. Written notification to parents/guardians/caregivers of the enrolled students of the Colfax Charter Elementary will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Colfax Charter Elementary right to operate as a Charter School or cause Colfax Charter Elementary to cease operation.

*Facilities*

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

In the event that Colfax Charter Elementary changes its status to independent charter school, during the term of this Charter, Colfax Charter Elementary shall submit a petition for material revision for District’s approval. Colfax Charter Elementary shall meet all requirements of an independent charter that occupies LAUSD facilities; Colfax Charter Elementary shall enter into facilities use agreement with the District and adhere to District guidelines including:

☐ Proposed Charter School Location ___11724 Addison Street, Valley Village, CA  91607

☐ Names of District school sites near proposed location- Riverside Dr EL,

☐ Proposed Charter School to be located within the boundaries of LAUSD. - Yes

**District-Owned Facilities:** If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.
Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools that LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations that may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, Colfax Charter Elementary will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.**
  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to
inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING,** LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the
contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.